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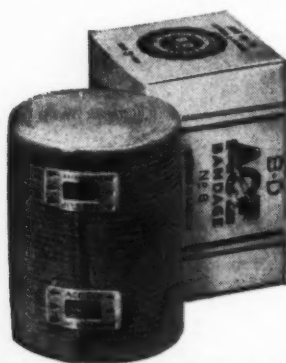
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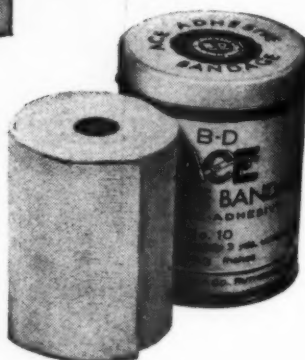
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APRIL, 1942

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SCHOLASTIC COACH

# SCHOLASTIC COACH

Reg. U. S. Pat. Off.

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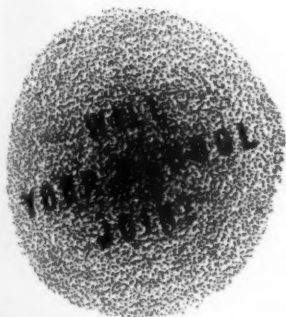
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ON THE historic walls of the entrance hall of the Cadet Gymnasium at West Point these brilliant words are inscribed, where all West Pointers can see them—"On the fields of friendly strife are sown the seeds which, in other years, other fields will bear the fruits of victory."

This quotation was inscribed while athletic-minded General Douglas MacArthur, today's number one American Soldier, was Superintendent at West Point, and is generally credited to him. It could have been conceived only by an American who believed in athletics and who recognized the importance of the American way of sports to the American way of life—and of WAR.

On gridirons, baseball diamonds, cinder tracks, and basketball courts, and many other "fields of fire"

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Without our vigorous competitive sports, America *would*  
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**W**HETHER we like it or not, profound changes are now brewing in the educational world that are sure to have a far-reaching influence upon athletics.

All of us recognize the importance of physically and spiritually preparing young America for the rigors of war. At the same time, under the necessity of the hour, a desperate attempt is being made to accelerate the whole educational process as we have known it:

"College in 2½ years." "Enter any time after the eighth grade that you can pass our aptitude tests." "Get your A.B. degree before you become eligible for the draft."

Hundreds of speed-up plans are featured in the circulars pouring from the colleges and universities of the nation. In nearly all of these, the quarter system is replacing the familiar semester plan. Apparently a great majority of the colleges that have never before attempted a summer session are now planning to operate on a year-around basis.

**H**OW long will it be before our high schools follow suit? Here are some of the arguments in support of a quarter system for high schools; that is, four 12-week periods with a week's vacation between each.

First, our present two, three, or four months' summer vacation is a relic of the agricultural era when our children were needed at home in late spring, summer, and early fall to help plant, cultivate, and harvest the crops. Now that our population is chiefly urban and our boys and girls have no chores, our long summer vacations represent a serious waste of potential creative and productive power.

Second, the summer months are admittedly the most economical time to operate a modern school plant.

Third, the entire secondary school program could be revitalized in a practical and effective manner by the extension of "work-experience" training during one of the four quarters of each year.

Fourth, by following a 6-4-4-3 plan (six years for elementary; four years for what is now seventh through the tenth grades; four years for the eleventh, twelfth, and the first two years of college; and three years for advanced study leading to a master's degree or for

# Here Below

professional or other specialized vocational training), it would be possible for the average student to fulfil all ordinary requirements for the bachelor's degree, without loss of academic training, by the time he reaches the age of 20. Thus, a boy might easily graduate from college before entering military service.

Fifth, young people would be in a position to attain economic self-sufficiency much sooner than is now possible.

**Bill Wood, our versatile "Coaches' Corner" conductor, carries the ball in "Here Below" this month. A highly successful basketball coach at Wakefield, Mich., High School and University High School in Iowa City, Iowa, he gave up coaching a few years back for the chairmanship of the English Department at Evanston, Ill., Township High School. He writes on the proposed wartime acceleration of the educational process and its possible effect on athletics.**

**I**N THESE serious days, these are factors of vital importance. The National Association of Secondary-School Principals, which is a member of the United States Office of Education Wartime Commission, gave the problem of acceleration a thorough airing at its last meeting. Their recommendations were adopted by the Wartime Commission.

They advise each school to establish the following facts before setting up a local plan of acceleration:

1. How many students should be accelerated to satisfy the demands of specific defense training, training for other jobs, or employment? These facts will be furnished by the agencies charged with labor supply.

This procedure will avoid adding young people to the out-of-school unemployed group.

2. How many students should be accelerated for earlier attendance at college to satisfy war employment demands requiring partial or complete college training, and other war objectives?

3. How many individuals enrolled in the schools should be accelerated in the light of their suitability and aptitude for the two preceding

objectives?

In some circumstances, adaptation rather than acceleration will prove the desirable procedure.

**W**HAT has all of this to do with athletics? Rather, let's put it the other way around: What would all this have to do with athletics?

Would there be a natural increase or a decided decrease in inter-scholastic competition? Under a totally new conception of physical education, much broader in scope than any now in practice, would spectator interest tend to dwindle or possibly disappear altogether?

Would emphasis be placed upon health instruction, the *ne plus ultra* in physical development for all, and specific training in manipulatory skills necessary for the successful operation of machinery?

Would the recreational aspects of physical education be relegated to a minor supporting role?

To these and similar questions, no one has all the answers. But everyone is entitled to as many guesses as he cares to make.

A sensible position to take is this: Great changes are in the process of development, changes that are almost overwhelming in the vastness of their scope. These we may disapprove, if we are fully satisfied with the present set-up, or we may consider them perfectly satisfactory.

But the changes are imminent. Closing our eyes to the facts will not delay their arrival. It is worse than futile to oppose them blindly, or to criticize bitterly. Rather let us resolve that it is our duty to raise our individual and collective voices at every meeting in which new policies are being formulated.

Let us unhesitatingly contribute our thinking, our experience, our training, and our enthusiasm to the task of providing for the physical well-being of all America. This is the way to a creative, dynamic democracy.

**"Not Always To The Swift"** Stamina, too, is vital in winning the punishing distance races. A well-planned training period is often the deciding factor in athletic events. Balanced, nutritionally correct meals play an important part in the health and endurance of all people. To an athlete they have added significance. COCOMALT, added to milk, supplies additional vitamins A, B<sub>1</sub> and D... also minerals (calcium, phosphorus, iron)... all necessary for young growing bodies.



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# COACHING THE SCHOOLBOY PLAYER

By Bernard A. Friberg

This is the concluding installment of a series of two articles by Bernard A. "Barney" Friberg, former major league star now coaching at Saugus, Mass., High School. In his first installment last month, the author covered pitching, catching, and outfielding.

## First base

**T**HE first baseman must have a good pair of hands, so that he can handle any kind of throw. He should reach for every throw, not wait for it. As many runners are safe by a step or less, it is extremely important to stretch as far out as possible. This may mean the difference between "out" and "safe."

On good throws, he may touch the bag with either foot. If the throw is to the right, the left toe should touch the bag. On throws to the left, the right foot or toe should touch the bag on the infield side; that is, the side away from the foul line. This will prevent the baseman from being spiked by the runner.

The important thing to learn is not to cross the feet when shifting around the bag. This is a common mistake.

On throws from the catcher, the first baseman should put his left foot on the bag and place his right foot in the base line toward second. At the same time, he should hold up his glove for a target well inside the diamond. The catcher thus will avoid hitting the runner going to first.

In high school baseball, many third strikes are dropped or get away from the catcher. In this contingency, the first baseman should shift into foul territory, keeping his right foot on the base.

A common mistake is trying to catch a badly thrown ball without leaving the bag. The recommended play is to leave the bag for the catch and to return for the touch-up. Where the boy tries to stretch out too far, there is strong danger of the ball getting away from him.

The stretch is important, of course, but catching the ball comes first. This also holds true of low throws. It is better to leave the bag and block the ball than to let it get by.

Another common mistake is going too far in front of the second baseman for a ground ball. True, the first baseman must field grounders, but he should not go too far toward second for them. He should start for the ball, but must learn when to stop

and quickly return to the bag. Most of the time, it will be easier for the second baseman to field the ball.

The pitcher, having been taught to cover first on balls hit to that baseman, must get to the bag as soon as possible. The baseman should toss the ball underhand to him at least shoulder high, reaching him before he steps on the base. It is a difficult play and should be practiced at length.

When holding a runner on first, the baseman should face the pitcher with the left foot near the foul line and the right near the corner of the base closest to second. Many boys straddle the bag, which is incorrect.

As the pitcher throws to the plate, the first baseman should take a few steps toward second into fielding position. If a bunt is in order, he should rush towards the plate. The catcher tells him where to throw, and the second baseman covers first.

A first baseman backs up second on throws from the left fielder, but he shouldn't stray too far from first as the runner may take liberties.

## Second base

The second baseman must learn to cooperate with the shortstop. He fields ground balls in much the same manner as the shortstop. His throw, however, is much shorter. On fumbles, he can save himself many errors by quickly picking up the ball with his throwing hand and tossing to first.

With a right-handed batter up, the second baseman usually will cover second on a steal. Ordinarily, he will also cover on double plays from the third baseman. The shortstop covers on double plays from the pitcher, catcher, and first baseman, as he is facing first in good position for the second throw.

On bunts fielded by the pitcher, the second baseman must cover first, as the first baseman has also gone in. Sometimes he will have to sprint to the bag to get there on time.

As previously explained, in breaking up a double steal (see last month's installment under "catching") it is better for the second baseman to cover second, as he will be facing third when he catches the ball and thereby able to see if the runner on third is breaking for home.

If he is, an attempt should be made to get him at the plate. Other-

wise, the runner coming into second should be tagged. High school players usually aren't adept enough to break up this play; so the score must be considered when making the play. One thing is certain: Never let the winning run come in from third. The wise play here is to fake a throw to second and make a snap to third.

On throws to the shortstop as he covers second, the ball should be thrown shoulder high. In most instances, the second baseman should turn to his right in making it. A hop is advisable with the left foot stepping toward second.

On hard hit balls to the left, the second baseman may occasionally make a full turn to the left in throwing to second. But this isn't recommended. The player, as he turns, loses sight of second and is apt to throw wild. Therefore, the turn to the right is the better way.

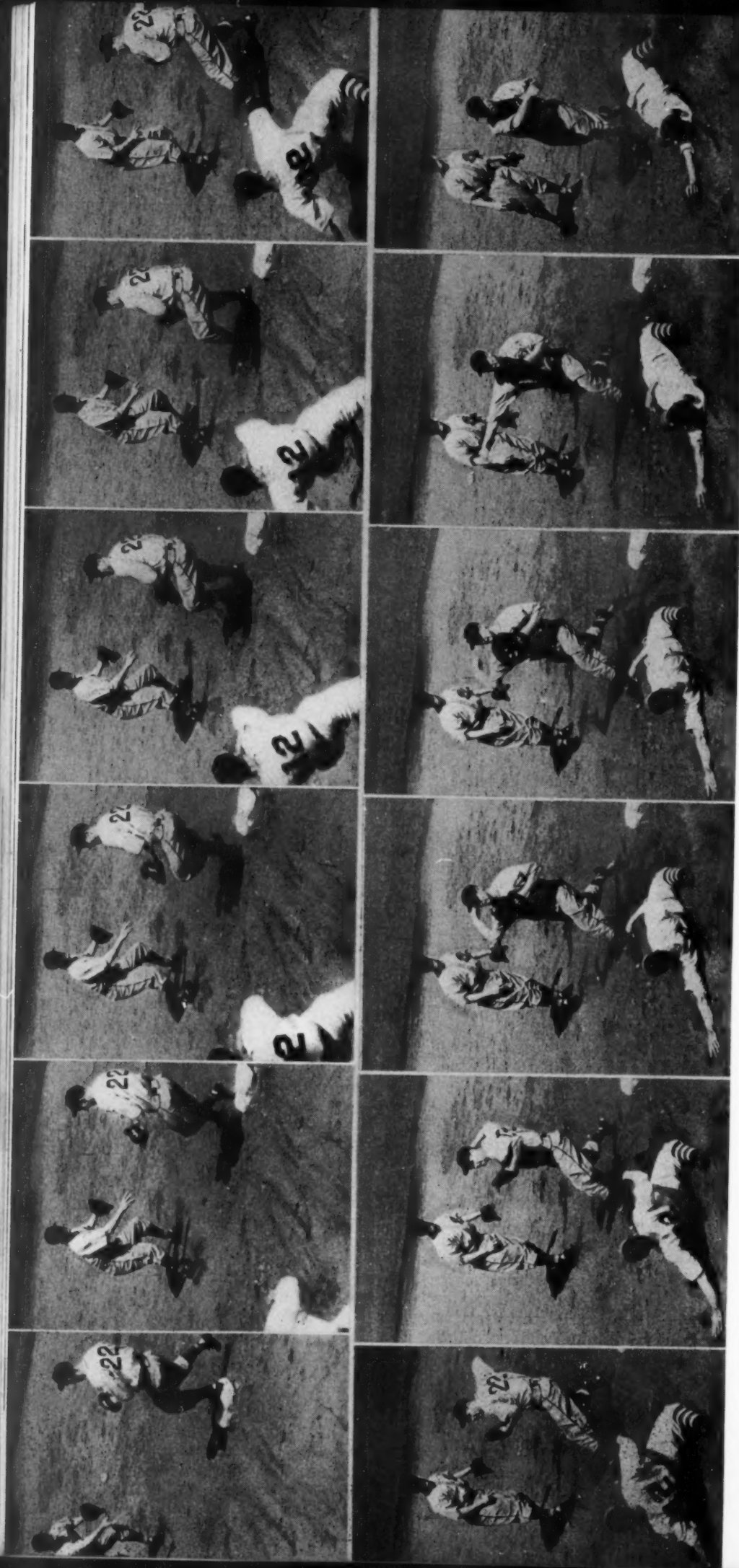
If the distance to second is short, an underhand toss is made, the thrower being careful not to fool the shortstop by tossing the ball with a long sweep of the arm. It is better to toss it with a short snap, so that the receiver can see it all the way.

A second baseman's most important play, of course, is the double killing. There is more than one way of doing this, but the important thing is to do it fast, always keeping in mind that the first part is the most important of all. The catchword is: Make sure of getting the runner coming into second, then go for the other.

The double play is somewhat complicated when explained in writing. It may be outlined as follows: First, the second baseman should get to the bag as soon as possible. If he arrives before the ball, he may straddle the bag. He then tags the bag with his right foot and throws simultaneously by stepping with his left foot toward first.

If the initial throw is to the right, he may slide the left foot over the base and, using the right foot as a brace, throw by stepping again with the left foot toward first.

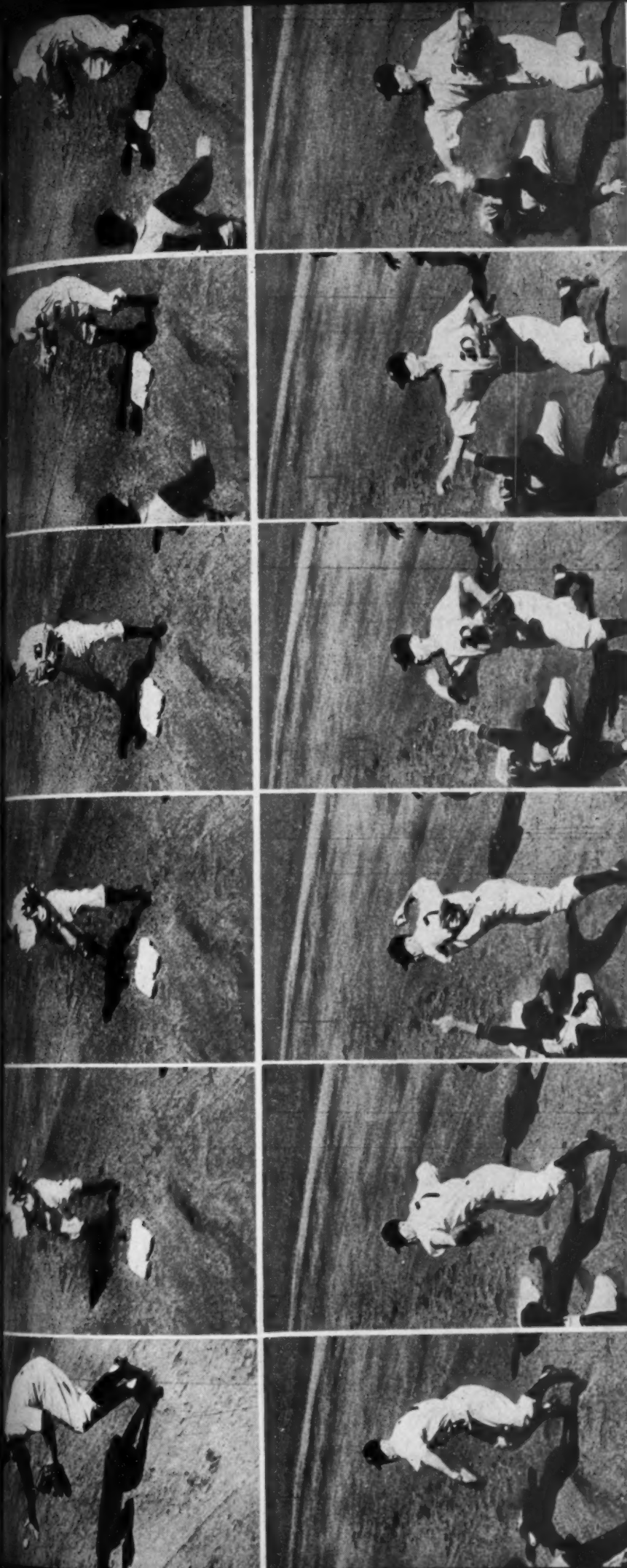
Many times, the throw must be taken on the run. It is then usually best to touch the bag with the foot that comes natural, then finish the play with a hop to the right foot and a throw with the left foot stepping toward first. Too many steps must be avoided, as time is the all-import-



Courtesy of National League Film, *Safe As Home*, and Ethan Allen

ABOVE: Arkie Vaughan, former Pittsburgh Pirate, now with the Brooklyn Dodgers, and Frank Gustine, Pirate second baseman, get two here with neatness and dispatch. Gustine hits the bag with his left foot. Without breaking stride, he takes the lob and steps toward third base with his right foot. This takes him out of the path of the runner, who makes a beautiful attempt to harass him by sliding in on the inside. Using his right foot as a brace, Gustine completes the play with a step toward first with his left foot. It's a three-step play: left (hitting bag), right (carrying thrower away from runner), left (step toward first). On long throws from the shortstop, the baseman gets set so that he can step to the inside or outside.

BELOW: Eddie Miller, crack Boston Bee shortstop, illustrates a peculiar drag and hop type of pivot for the double play. He catches the ball as his left foot comes down opposite the base (fourth picture). He then drags his right foot to the outside corner of the bag and executes a quick hop toward the outside of the base line. The play is completed with a step toward first with the left foot. Note how the runner attempts to break up the play with a slide to the outside. Both these strips may serve as object lessons on base running. The idea, in harassing throwers, is not just sliding into the base but sliding in the direction the thrower is moving. This is why it is necessary, in pivoting for two, to step inside or outside the line.



tant element on all double plays.

The second baseman also catches all flies near the foul line in back of first, as the first baseman usually has a tough time with these. He also backs up second on attempted steals, when the shortstop is covering, and is ready to back up first on throws from the catcher.

### ***The shortstop***

A shortstop must be able to field ground balls both to his left and to his right. He must try to get in front of the ball. Only rarely does he field a ball from his side.

His hardest play is a grounder deep to his right. The best way to field this ball is to get a good start the moment the ball is hit. Too many boys wait until the ball is well on its way before starting for it. The greatest shortstops admit that their secret is the start they get on the ball.

As the ball is fielded, the right foot is used as a brake. If possible, especially if the shortstop has a powerful arm, the throw is made without taking an extra step. Most youngsters, however, are unable to do this. They should hop with the right foot, and then get rid of the ball as soon as possible. One of the biggest mistakes is taking too many steps before throwing.

In stopping a ground ball, an infielder should never put his knee to the ground. On very hard hit balls the infielder may sometimes put his feet together and his knees out and block the ball. But the usual position for shortstopping is with the left foot slightly forward. The player is thus in position to throw.

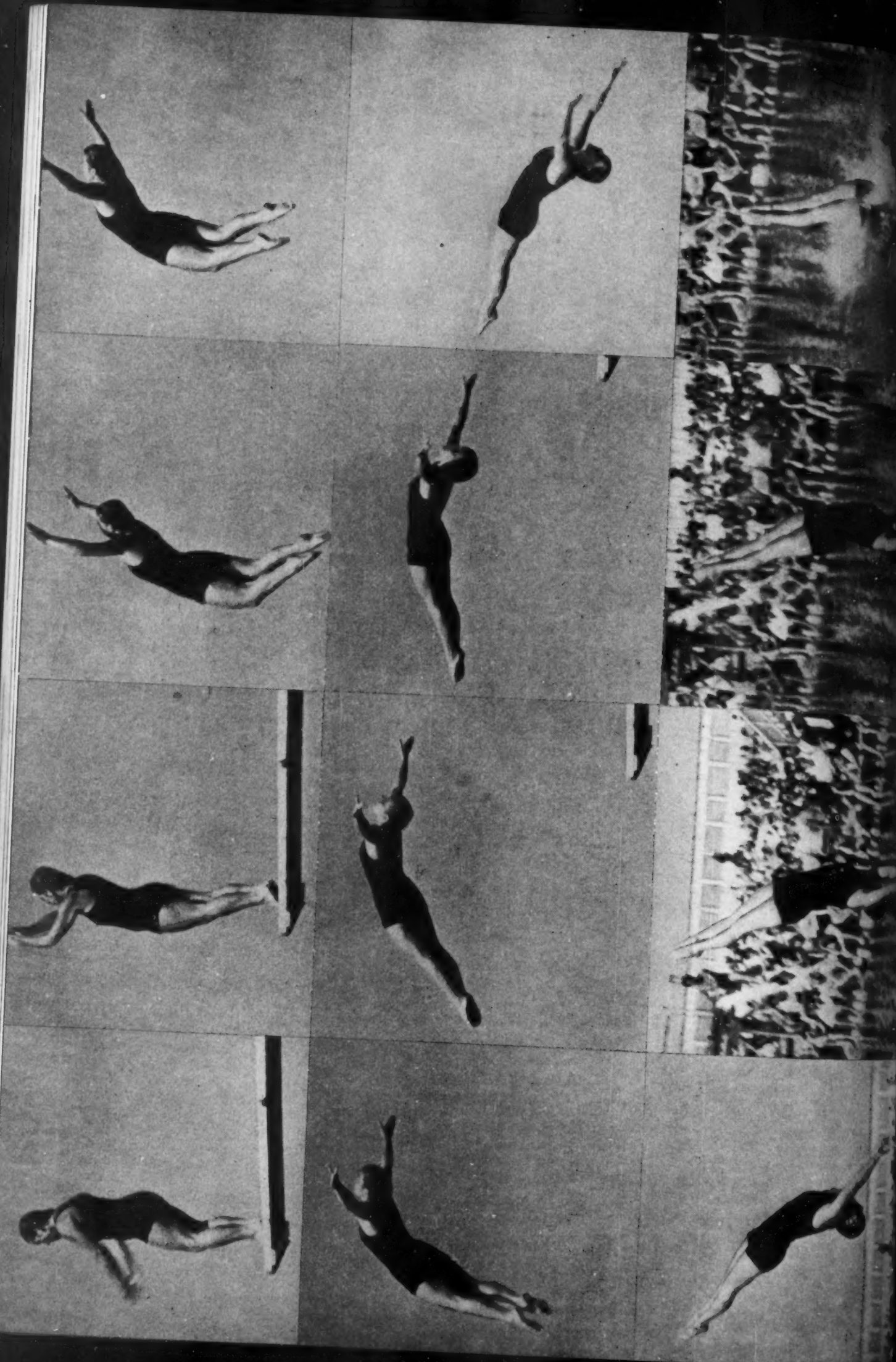
As in second base play, there are several ways of making a double play. The shortstop should use whichever is easiest for him. For instance, some players like to tag the bag, then go to the inside of the diamond to get rid of the ball. Others like to go to the outside of the diamond, while still others prefer to stand at the bag and throw.

Don't make it complicated for the boy. The following method is recommended for youngsters: First, he should get to the bag as fast as his legs can carry him. As he runs, he yells, "Let's have it!" or something similar to let the thrower know he's all set.

The ball should be thrown shoulder high to him. As he catches it, he steps on the bag with his right foot and throws immediately, stepping toward first base.

Many boys catch the ball, touch the bag and then take a step or two

*(Concluded on page 31)*



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# THE TEACHING OF DIVING SKILLS

By Francis E. Noonan

This is the third, and concluding, installment of a series of three articles on diving by Francis E. Noonan, swimming and diving coach of the Republic of El Salvador in Central America.\*

## Half-gainer

THE half-gainer is introduced as a clown dive and treated as such until the fear element has been successfully coped with.

Before actually working on this dive, review some of the stunts employed to gain height. You may appoint a leader to demonstrate them or you may do them yourself. At least ten stunts should be reviewed, particularly the "miss" dive, which was described in the last installment, and the "One-legged Dutchman," which will be outlined later in the article.

The actual teaching of the half-gainer is begun on land. The group is broken up into pairs, with each team standing side by side. One boy puts his hand on the shoulder of his partner and kicks his leg overhead, throwing his head back at the same time.

His partner assists by supporting him at the waist, thus preventing him from falling.

Tell them to visualize a football just in front of their feet. The object must be kicked up over their heads. At the same time, they must watch its progress by bending their heads backwards.

The kick must be up towards the sky and not forward. Each boy tries this several times, always with the help of his partner.

The squad may then progress to the board. Without using the three steps and hurdle, they run to the end of the board and perform the same skill.

The fear of hitting the board with the back of the head will usually be uppermost in the minds of the boys. To eliminate it, explain that the forward momentum of the run will carry them out even farther than they're accustomed to going.

An atmosphere of recklessness may be found helpful in putting this dive across. Have a volunteer make the first attempt. Boys gain confidence from seeing one of their friends set an example.

\*The first installment covered the front and back approaches, controlled stunts, bouncing the board, and the front and back dives. The second article covered the half and full twists, the front somersault, the front and back jack-knives, the front jack with a half twist, and recreation dives.

Each diver should make five or six attempts, trying each time for more height and speed in the turn.

The dive is left at this stage. Attempting the half-gainer with the proper approach and hurdle calls for keener kinesthetic senses than the boys now possess.

## Back somersault

The back sommy, being an easy dive, is now introduced. Why delay teaching it if it is so easily learned? Well, being a simple dive to learn and a pleasant dive to do, if it were introduced before the back dive was thoroughly learned, the boys would be apt to do nothing but back somersaults.

The back dive is a blind dive.

## Half-Gainer

(Cornelia Gilissen, Olympic Diver)

The idea in this dive is to get the front of your hips into the air. As shown, the dive is executed with a two-legged takeoff. The diver takes an unhurried, but high, hurdle and lets the momentum take her up. She throws her hips up towards the sky and looks backwards for the water. The body is arched beautifully, assuring a perfect entry. As she enters the water, the legs are straight and together, the toes pointed, the back arched, and the arms nicely leading.

You must feel it from the very beginning, as it is impossible to see the board or water until the entry.

This doesn't hold true for the back somersault. Once the initial movement is made, the board and water are clearly seen. The boys soon learn to use these points for adjusting their entries.

As a land drill, line up the squad arm distance apart, as if in preparation for a back dive. Using the proper arm movements, they make several high back jumps. The arms are left in an upward stretched position. This helps in the obtaining of height. It has nothing to do with the actual back somersault, only so far as good height influences all dives.

The boys continue these arm movements, but instead of jumping into the air and throwing their arms upward, the head and arms are thrown backwards. At the same time, one knee is brought forcefully to the chest.

During this group practice on land, check each boy at least once.

The stagger system may facilitate the checkup. That is, as you pass down the line, have only one boy at a time do the exercise. The second boy does not begin until the first has finished, and so on down the line.

On the board, the boys work from a back-dive position. They do several back jumps for height with a feet-first entry. The jumps are the same as those just practiced on land.

The next step is a high back dive in which the head and arms are thrown back harder and sooner than is customary. While this movement will force the diver to go over a little too far, it is a great aid in the step that follows.

The diver is instructed to repeat the previous stunt but, as the feet leave the board, he tries to put them through the upstretched arms. The resulting somersault usually will be low, causing the boy to enter the water in a tucked position.

The last step merely calls for a proper entry, which is produced by thrusting the feet downward and forward, and raising the upper part of the body.

As the boys practice this dive, rapid improvement will be noted. It will give them no end of confidence to be able to execute the turn in the air and to enter the water in a straight position with the legs together and extended and the arms at the sides.

For this reason, it is advisable to work especially hard on the gaining of height as well as on the opening technique. Both these skills involve little or no risk of injury.

## Review

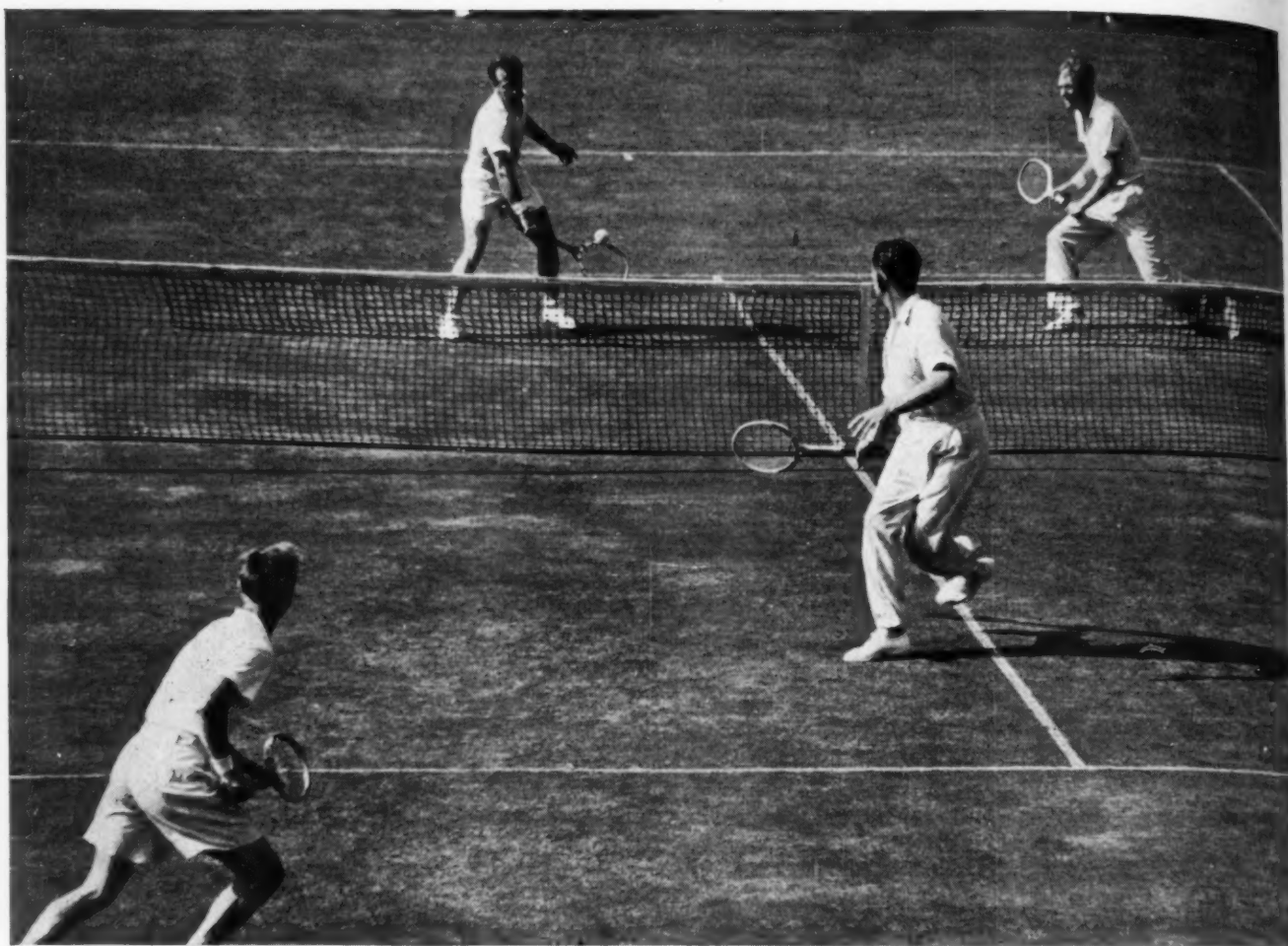
A quick review of all the dives thus far learned should be the next step in the practice regimen. Before each dive is attempted, the instructor should give a concise description of the essential ingredients. This may be done by saying, "You have to think of such and such movements, etc.," enumerating them slowly and clearly.

Each diver makes three attempts, going to the instructor for criticism after each try.

The descriptions that most clearly convey the "idea" of the various dives are as follows:

**Arc Dive.** With a good approach and hurdle, try diving over a barrel

(Continued on page 36)



The Australian Davis Cuppers: Quist, stop-volleying, and Bromwich, his partner; Hopman and Crawford, foreground.

## SOME VARIATIONS OF NET PLAY

By John Kraft, Jr.

John A. Kraft, Jr., author of "Science and Mechanics of Lawn Tennis" and coach of the Junior Davis Cuppers in 1939, has been tennis instructor at the Memphis Country Club since 1938.

**W**INNING tennis today is played both in the neighborhood of the baseline and inside the service court. It is a game of drive and volley; a game predicated on sound ground strokes and given authority by the player's command of the net.

Going to the net after a forcing drive entails certain risks. But if the attacker has the equipment, the onus is on the opponent. Deployed at the center of the net, the attacker is able to cover almost the entire court.

Last May, the author expounded the standard net shots in an article entitled, "Volleying Angles in the Forecourt." Following are some variations that will greatly add to the effectiveness of forecourt play and establish new confidence at the net.

Consider the lob return. Because the advance to the net is often preceded by a forcing drive deep in

opponent's territory, the adversary may lob rather than attempt a difficult passing shot. If the first drive has been directed to the forecourt corner, the following variation of the overhead smash is highly effective.

From an orthodox backswing, the stroke is continued across the right shoulder and contacts the ball above and to the right of the head. The variation consists of a rolling of the wrist in counter-clockwise fashion immediately before contact with the descending return. The racket's face is then at a right or ninety-degree angle to the net.

Thus struck, the ball careers to the right, dropping close to the net and bounding sharply to the left of the opponent's backhand.

Naturally, this return should be used discriminately. Perhaps its most strategic use is when the opponent is in back of the baseline anticipating a smash placement.

The second variation is an answer to the drop shot. It is made by advancing with the racket held close to the right leg and extended per-

pendicular to the court surface.

Upon gaining a position at right angles to the net, the attacker tilts the racket face at an angle of forty-five degrees. The stroke is made by flexing the racket arm with a brusque upward motion, meeting the ball on the rise. Thus, the return is sharply angled into the opponent's right forecourt.

In the stroke, the head of the racket moves only from its position near the ground to a point level with the right shoulder. A more severe angle may be obtained by further favoring the leading bevel before contact.

Third of these net offensives is the stop-volley. Many times, especially in doubles, the opponent drives blazing forehand and backhand returns across the net in an effort to dislodge forecourt adversaries. These shots are usually fired from the baseline and are therefore particularly vulnerable to the stop-volley.

The shot is made either with the body at a right angle to the net or  
(Concluded on page 45)

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## TRACK ISN'T JUST RUNNING

By Tom Jones and John O. Towle

Tom Jones, developer of Charles "Chuck" Fenske and Walter Mehl among a host of others, has been coaching track at the University of Wisconsin for almost three decades. John O. Towle, a member of the current Badger squad, holds the state scholastic 100-yard dash and low hurdle records.

**W**HEN the Finn, Paavo Nurmi, was once asked by reporters for the secret of his success, he answered, "The best way to learn to run is to run."

This statement is partly true, and may have been more so at the time. But today running is a finely developed art that has to be coached and studied, not just "picked up."

If an individual practiced every day, he would develop a fairly good stride and fairly good form. But without coaching and a study of the proper technique, the finer points would escape him. Then, again, this is the age of the automobile. People no longer trot to and from the market, as Nurmi is supposed to have done.

The modern athlete must be taught the technique of running. He must concentrate on the details of form, training, and strategy. Continual record breaking year after year proves the point. The modern man isn't a better physical specimen than his progenitor. Yet records keep on being smashed.

In 1890, John Owen set a world's record in the 100-yard dash with 10 seconds flat. Today the record is 9.4, and sprinters finish under 10 repeatedly. The answer is clear when you discover that Owen ran from a standing start, while the moderns use the expeditious crouch.

Track events are classified into definite groups. The sprints, namely the 100 and 220 yard dashes, are in

the "explosive" category—necessitating a short burst of power. Distant races, such as the 880 yard run and the mile, are in the "endurance" group.

Hurdle races are in the "explosive plus endurance" category. A hurdler must have a short burst of speed and power, and also stamina to keep clearing the 10 barriers.

The event usually considered the toughest is the 440 yard run. The race combines explosiveness, endurance, and strength. It is short enough to necessitate a burst of speed, yet long enough to require much stamina.

### The sprints

Offhand, the sprints are usually considered the easiest to run. The 100-yard dash, for example, usually lasts less than 11 seconds. What the average fan does not realize, however, is that the very shortness of the race necessitates meticulous attention to the finest details.

A good start is all-important. When left at post, a sprinter does not have much time to catch up.

Thus, his first move in going into the crouch is to dig holes that feel comfortable. As a rule, the front hole is dug from 6 to 10 inches back of the starting line—about 2½ inches deep. The position for the rear hole, which is 3½ inches deep, is determined by placing the right knee on the ground so that it comes on a line with the ball of the front foot.

Tall men can place their holes 12 to 34 inches farther back from the starting line. Another variation is the Drew start, where the front foot is about 18 inches from the line and

the drive generates from both feet.

Once in the holes, a sprinter must consider the position of his entire body. His hands should be held so that the ground contact is either with the fingers and the thumbs, the second joint of the fingers and thumbs, or the thumbs and knuckles of the fingers. His arms are straight down, but not tense; his head in line with the spine and not too far back; and his eyes cast about 20 to 30 yards ahead.

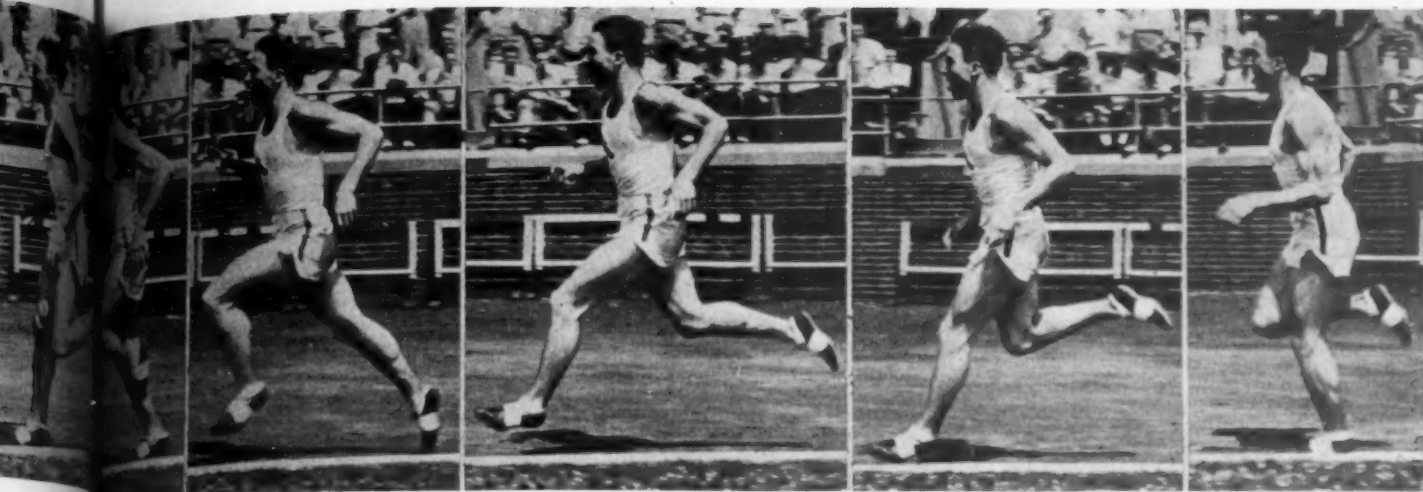
The runner rests easily with most of his weight on the knee. On the get-set command, the body inclines well forward, with the weight shifting to the front leg and hands. The back knee is about 8 inches from the ground.

At the gun, the sprinter springs off both feet, with most of the drive coming from the rear foot.

His stride is short and rapid for the first 10 yards. The stride lengthens with the speed, the best stride being between 7½ and 9 feet. After 15 or 20 yards of rising gradually, the body assumes an erect position.

When full running stride is reached, the arms are worked vigorously—not the shoulders—and swing obliquely upward and forward to a line directly in front of the middle of the chest. They swing all the way back, flexed at the elbow.

There are four ways of finishing a dash race. The Craig method calls for throwing the hands up over the head. Another and probably better way is to hit the tape by turning the shoulder into it. The Drew technique is to extend the arms forward as the tape is reached. Some runners jump at the finish, but this is not recommended.



The hurdle race is a beautiful thing to watch for its combination of speed and body coordination. There are differences between the low and high hurdles, however, that force individual consideration.

The high hurdler rises to an upright position sooner and more abruptly than the sprinter or low hurdler. The greatest speed compatible with steadiness is the aim during the first 15 yards, in which seven strides are taken.

In clearing the sticks, the forward leg and opposite arm are placed straight forward over the hurdle. Some hurdlers, like Ed Smith of Wisconsin, 1940 Big Ten indoor champion, and Freddie Wolcott of Rice, one of the best timber-toppers in the nation, place both arms straight forward over the hurdle. This pulls the body down more quickly, eliminating a float. It is now widely used.

The rear leg is drawn up and out to the side. The body is bent forward from the waist, with the back relaxed and the stomach drawn in.

A normal leap is from 11 to 12 feet—7 to 8 feet from the take-off to the hurdle and 4 to 5 feet from the hurdle to the landing.

The hurdler gets down to the ground as quickly as possible after clearing the barrier. The two-arm lunge has already been mentioned as an aid. In connection with it, the rear leg should be whipped over fast, and the front leg snapped down quickly.

Three strides are taken between high hurdles, with each succeeding stride longer than the one before. The arm swing, as in the sprints, is vigorous, and the eyes are glued on the hurdle ahead.

After clearing the last hurdle, the runner immediately picks up a sprinter's stride and hits the tape with the head and body slightly inclined forward.

The low hurdles differ from the

**ONE OF THE GREAT 440** men of the day, Al Diebolt of Colgate uses a long, driving stride to go places. In the best traditions of quartermiling, he lands farther back on the ball of his foot than in sprinting and employs a more relaxed arm action. The arms are not pumped as vigorously, and don't come up as high.

highs in form. Low hurdling takes the form of an elongated stride with a leap of approximately 13 feet. The intention is to clear the hurdle with a natural stride. No attempt is made to step as close over the hurdle as possible. In a word, there is more sprint and less spread.

The low hurdler must be careful to get the right number of strides to the first obstacle. Usually 10 strides are taken to the first barrier, and seven between hurdles.

### **Middle distances**

Middle distance running includes such events as the quarter-mile and the half-mile runs. The 440 man starts the same as sprinters, because of the closeness of his race to a dash. He runs with a long, elastic stride, and with a more relaxed arm action than that of sprinters. The knees are drawn up well and the running is done more on the lower ball of the foot than is the case in sprints.

Because of the impossibility of running more than 300 yards at top speed, the quarter-miler must slow down a little somewhere in the race, into a free, relaxed stride that permits easy breathing.

In the half-mile, it is usually necessary to sprint 50 or 60 yards to obtain a favorable position; so the sprinting start is used here also. The half-miler carries his body more upright than the sprinter, with his head in a natural position and his hands held loosely.

The actual running is on the ball of the foot. The arms are carried lower than in the quarter mile and the breathing is more regular.

When hitting the last turn, the runner should go to the front. To do this, he must gather himself for a

sprint—coming up on the toes, leaning a little farther forward, and working the arms more vigorously.

### **Distance running**

In distance running, the technique hasn't changed much in the last 20 years. We are still coaching the same fundamentals. However, more emphasis is placed on developing speed. A study of Cunningham, Fenske, Rice, and other outstanding performers shows more knee lift and less rear lift of the lower leg, with a ball-heel landing of the recovery leg.

Ankle suppleness in permitting the heel to touch the ground gently is also taught. When the body is directly over the foot on the ground (center of stride), both knees are together. The forward knee bends slightly as the runner rocks forward on the foot, causing a falling action. Following this comes the drive off the rear foot.

If the push is made too early in the falling action, part of the energy is directed upward. A runner should move forward without lifting the body. This is called timing the kick. One should try to cultivate a low gliding action in order to conserve strength for the last quarter drive. The breathing should be deep and even, through both the mouth and the nose, and an effort should be made to cultivate a breathing cycle.

Most of the strategy in running is reserved for the distance races. This strategy is developed mainly from a careful study of pace. Milers like Tommie Coniff and Joie Ray ran their quarters in varying times. Nurmi, the human clock, taught the trackmen of this country the importance of pace.

# COACHING NOTES FOR SPRINTERS

By Franklyn Whitney

Franklyn Whitney, track coach at Baldwin High School in Birmingham, Mich., originally prepared this material for a track clinic at Wayne University. "Here in Birmingham," he writes, "we give each of our sprinting candidates a copy of these notes and hold them responsible for the contents. As a coach cannot handle each boy individually in the early practices, and as this is the very time basic fundamentals must be stressed, materials of this sort may prove a great help."

**A**SPRINTER'S LIFE, as far as track is concerned, may be divided into three phases. The first is preliminary training or conditioning. The activities during this period vary with the individual candidate, the length of the season, and the climatic conditions.

The following points play a major role in this work:

1. Each candidate must present to his coach a physical check-up sheet that certifies he is physically fit to participate in the track program. His teeth, tonsils, heart, lungs, kidneys, and general physical condition must be in a healthy state.
2. He must maintain an optimistic mental attitude that is conducive at all times to maximum effort.
3. He must observe a well-chosen diet and good daily health habits.
4. He must check his feet daily, and wear clean, loose, and warm equipment.

The coach should personally guide him through such early season exercises as jogging, rope skipping, calisthenics for the trunk, arms and legs, breathing, starting, stretching, toeing, relaxing, balancing, form running, warm-ups, striding, and special "concentrations" on actions of feet, arms, and body angle.

After from three to five weeks of this sort of work, the sprinter should be ready to enter into more highly specialized fields of endeavor. This involves a full knowledge on his part of the techniques of his event and the developing of maximum speed and endurance. His first consideration will be to starting. Either the "bunch" or "medium" type start may be used.

For the "bunch" start, the toe of the back foot is placed opposite the heel of the front foot while in a standing position. The average distance from the starting line for the front starting block is approximately 19 inches. The back block is about 29 inches from the scratch line.

The lateral spacing of the foot supports depends on the width of

the hips and the thickness of the thighs. Ordinarily they are about two inches apart.

The hands are placed just back of the starting line so that the weight rests on the thumbs and fingers. The "take-your-marks" position calls for a full extension of the arms; they are not flexed at the elbows. The arms also are placed wide enough apart so that they will not cramp or interfere with the knees.

The hips are placed in an elevated position about 25 degrees higher than the shoulders.

The head is carried in a natural relaxed position, with the eyes focused in the direction of the run. The head is never turned. On the "get set" command, the hips are merely raised.

The "medium" type starter starts with the knee of the back leg opposite the front of the arch of the front foot. His blocks are set about 15 and 34 inches from the scratch line. His hips are not carried as high as in the "bunch" start and the trunk weight is not so far forward. The other points vary only slightly.

## Take your marks

Briefly the sprinter masters the technique of the starting commands in this fashion:

On the signal, "take your marks," he adjusts himself in a way that allows him to assume quickly a position from which maximum driving power may be secured. At this stage, the body is relaxed with most of the weight over the right knee, which is resting on the track.

On "get set" he raises his hips into starting position, throwing the weight forward on the feet and hands. The arms serve to balance the body. A deep breath may be taken, slightly exhaled, and held. The body is tense.

The gun causes a reflex movement which starts the sprinter on his way. This last technique is far more important than any of the previous adjustments. As the speed of the start is involved in this phase, careful consideration should be given to it.

The initial drive against the blocks is made by the back leg which is followed almost instantaneously by the front leg. The amount of individual drive by the legs varies somewhat with the foot spacing. The farther apart the feet, the

more even the drive. Too much drive by the front foot will lift the starter too soon.

As the rear leg is driven against the block, the opposite arm is thrust down the track while the other is thrust back. Maximum effort should be used in the arm drives.

Along with the application of force by the legs and arms, the shoulders are raised higher than the hips. The hips and shoulders gradually straighten the trunk lean.

The right foot strikes the ground about 18 to 28 inches in front of the starting line. This is the shortest step of the race.

Simultaneous with the pushing of the right foot on the track, the left is thrust from its block and takes a stride a little longer than the right. The trunk is now slightly straighter and the arms are working hard for balance and speed.

During the next few strides, the sprinter rapidly attempts to galvanize the body into full speed. He executes a powerful backward thrust by extending the knees and ankles.

The body is generated to full speed, without wobbling, head shaking, arm crossing in front of the chest, or other wastes of energy.

In the full-speed strides, the trunk angle remains constant and the steps are uniform in length. The heels are carried high under the buttocks. As the thighs swing forward to a position almost horizontal with the ground, the feet are moved forward, then downward and backwards in a pawing motion.

The feet contact the ground almost directly under the center of weight with the knees bent only slightly. The toes point straight ahead or slightly inward, with the heels sinking until they almost touch the ground. At this time force is applied with a backward thrust of the legs.

The body bounds only slightly. The head is held naturally. The arms counter-balance any trunk sway. They are swung from the shoulders with little movement in the elbows, which are bent at about a 45-degree angle. Their front swing should not be higher than the chin. In the backswing the hands, which are kept moving close and parallel to the hips, should not be

(Concluded on page 25)



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# COACHING THE HIGH SCHOOL BASE COACH

By W. Harold O'Connor

A frequent contributor to "Scholastic Coach," W. Harold O'Connor has coached baseball, track, and cross-country at Burrillville High School in Harrisville, R. I., for 17 years.

**W**HAT high school baseball coach hasn't had at least one game frittered away by injudicious coaching at first or third base?

How many times have you seen a runner's bewildered expression as he hesitated, waiting for a sign, just long enough to become an easy out at second? Nearly every coach has a dozen runs a year thrown away by faulty base coaching.

What can you do about it? A panacea is impossible. You've just got to take the time to train your base coaches. This is one of the most neglected phases of schoolboy baseball.

Students of major league ball probably have noticed that the baseline coaches are old hands at the game. As players, they were noted for shrewd split-second judgment. They are now on the lines because they know when to take chances and when to be conservative.

Let this be your guide in selecting your coaches. Choose your more experienced players. Try them out in practice games. Give them play situations and check their judgments. Determine their daring or cautiousness, their alertness or slothfulness.

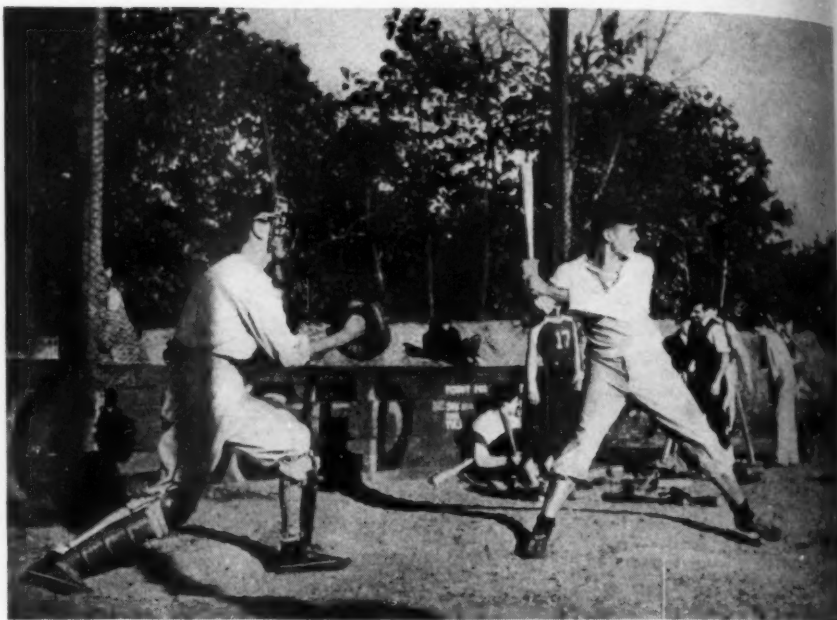
Don't be surprised if the brighter boys don't make the best coaches. Some are too daring for the job. The fellow who is calm under fire is your best bet.

Once the coaches have been selected, your real job begins. Many of them will have no idea of the value of a good position. So, first, show them where to stand in the coaching boxes.

With first unoccupied, the first base coach stands in the section of his box nearest the plate. From here, he may quickly signal the hitter to round the bag or race straight across.

The runner should be exhorted to run at top speed without looking at the ball, especially on fly balls. Nearly every runner can make second on a muff. If there's a man on first, the coach should warn the hitter not to pass him.

On ground balls that escape the



infield, the runner should be instructed to make his turn. Train your coach to watch the ball closely on hits to the outfield. A runner on second is a scoring threat, and a fumble in the outfield may get him there.

Keep impressing on the coach the importance of always knowing the score, the number of outs, the strength of the outfielders' arms, and the defensive alignment.

Above all, make him use both his arms and his voice, especially the former. Runners at full speed can see arm signals better than they can hear shouted directions. After you have told this to the coach several times, repeat it for emphasis. Even then you may sometimes feel you have an armless wonder out there. Schoolboys have an unhappy faculty for forgetting things.

With a runner on first, move the coach nearer the bag, but don't let him stand behind the first baseman so that he loses sight of the pitcher. At this time, he informs the runner of the number of outs and the necessity of sliding into second to break up a double play.

He keeps the runner on the base until the pitcher steps on the rubber. The runner may then be permitted to take his lead. The coach checks this lead, then turns his attention to the pitcher. He watches for movements of his left foot and shoulder, as these signs usually precede any wheel toward first.

After the delivery, the coach

The boys on the lines should know when to take chances and when to be conservative

watches the first baseman for a quick pick-off play. The runner has his back to the baseman and cannot see a quick cut to the bag.

On short fly balls, the coach lets the runner go down halfway. However, if there are other runners who are tagging up for a possible advance, the runner on first may be instructed likewise. On throws to the plate or to third, he can easily go to second.

## The third base coach

Place your best coach on third base. In pre-game practice, have him notice the throwing arms of the opposing outfielders. Ordinarily, in high school baseball, a runner on first should be able to reach third on a hit to right field. With one out, this is a good chance to take.

On hits to left center or left field, the chances are against the runner making third because of the short throw. Hence, with none out, it's poor baseball to take such a chance.

When a runner reaches second, the coach tells him to stay on the bag until the pitcher takes the rubber. He also warns him to stay put on hard hit balls to the right of the shortstop; that is, with less than two out. The runner advances only upon seeing the ball go through.

On a fly to right, the runner is told to tag up so that he may advance after the catch. Another coaching responsibility, with a man

(Concluded on page 34)



## ONE MORE DETOUR...

**S**IX TIMES in a century-and-a-half, the swift and peaceful progress of America has swerved temporarily from its peaceful course . . . six times we have been detoured into war by enemies who misunderstood our love of peace, and interpreted it as weakness.

After each of these historic detours, we have gotten back on the road again: the road that has led us to higher attainments than any other nation has yet attained.

Once again we are on such a detour: in a war we did not seek, and which our enemies will one day regret seeking. Once again we have deferred our peaceful progress and have dedicated every effort to getting *through* that detour. And once

again—when we *are* through—we shall turn our eyes towards greater horizons . . . towards new achievements through science and industry—new things for a new and greater America.

Here at RCA, this is our creed . . . and we fear neither today nor tomorrow. We know that when this war is won, radio has many contributions to make to our way of life. New techniques of broadcasting. Television. New applications of radio science to industrial production. Facsimile . . . the list is endless.

And we know, too, that the war *will* be won. That's as sure as History . . . as certain as the course of American Destiny has *always* been!

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# AN ADMINISTRATOR LOOKS AT SIX-MAN

By Lewis E. Flinn

Lewis E. Flinn, principal of Mansfield, Ill., Community High School, looks at six-man football from the administrator's point of view.

**H**IGH school administrators contemplating additions to their fall sports programs would do well to explore the potentialities of six-man football; assuming, of course, that some form of football isn't already on the program.

A wide field lies open for the six-man game. We know that football is without doubt the most popular of all fall sports. Yet the 11-man game is played by only about 40 percent of our high schools. Another 40 percent would adopt the game tomorrow, but for certain obstacles.

These usually take two forms: first, lack of material due to small boy enrollments; and, second, lack of finances.

The interest invariably is there, both on the part of the student body and the administration. All that is needed is assistance over the obstacles.

This may seem a large order. But it can be filled. The answer is six-man football. Here is a game that may be operated at half the cost of the regulation game and with half the number of players.

We don't say replace your 11-man game with the offspring. But if you can't afford the real thing, six-man is the perfect substitute.

Six-man football had no trouble selling itself in our area. The first year, it was adopted by four schools. The following year at least six more schools joined the fold and others started seriously considering it.

Every school that has tried the game has been completely satisfied. The action itself is spectacular. It combines the popular features of both 11-man football and basketball. Usually the scores are much higher than in the older game.

Financially, we have found it a paying proposition—when played at night. As an afternoon game, it has not paid as too many would-be spectators are kept away by their jobs.

In each of our two nocturnal seasons, the receipts of the opening game were about \$115. The gate dropped off a little for the second game, but still went above \$100. As the nights got cooler later in the season, the attendance naturally de-

creased. But the receipts never fell below \$50.

The receipts for the first year, from four home games, just about paid for the equipment for 18 players, all transportation, and officials.

## The field

Since everyone is more or less acquainted with the layout of a regulation football field, the six-man layout is hardly a problem. The only difference is one of size. The six-man field is 40 by 80 yards, as compared to 53½ by 100 in the parent game.

It is especially vital for the field to be smooth and well-sodded, as there is considerably more running in six-man than in the regulation game. Rough fields encourage ankle and leg injuries.

If you intend floodlighting your field, do a thorough job of it. Many fields are insufficiently lighted. Artificial illumination is deceiving. It is one thing to view a lighted field from the standpoint of general illumination and quite another to employ the illumination, as in following the flight of a ball through the air.

Perhaps the minimum satisfactory illumination is represented by twelve 1500-watt bulbs with good reflectors, properly adjusted. Superior illumination may be obtained through the addition of two more bulbs on each side of the field, making a total of 16. This is desirable if the expense is not prohibitive.

## Reducing expenses

Economy may be effected by using lights from other sources. Many communities, for example, have lamps on hand from such recreational pastimes as softball. They make a good start toward equipping a football field. They can be supplemented with a few well-chosen reflectors, thereby keeping expenses at a minimum.

Usually the local light and power company will be able to furnish the needed new equipment and to help with the installation at a minimum charge. They have the equipment for installing the poles and can do it to the best advantage. Usually they are public-spirited and pleased to cooperate in advancing the activities and interests of the local school.

**Mansfield's principal advises playing the game at night, on evenings that do not conflict with other activities**

Equipment is always a major financial consideration. Cheap equipment, especially in the way of shoulder pads and pants, is false economy and dangerous. Such economy engenders added injuries to the boys and also a shorter period of serviceability for the equipment itself.

Above all, the equipment should be chosen for the protection of the players. This can be done at a moderate cost. On the basis of current prices, good serviceable equipment can be purchased for about \$18 per player.

This equipment is neither the cheapest nor the most expensive, and includes helmet, shoulder pads, one-piece pants, jersey with numerals, supporter, sweat sox, and regulation six-man shoes.

Extra equipment, such as first-aid materials, blocking dummy, balls, etc., will cost less than \$50. Thus, you needn't go over \$320 to equip fully a squad of 15. About \$50 may be sliced from this "nut" by requiring the boys to purchase their own shoes, sox, and supporters, as many schools do.

In poor communities this is not recommended, of course.

A somewhat minor problem is that of officiating. The average 11-man official thinks the six-man game is a breeze. Unfortunately, this is not the case. There are important and critical differences.

We have found that the best practice is to interest a sufficient number of good officials in devoting their full-time to six-man officiating. We assign them to certain games, in a manner similar to that used in big league baseball.

This assures the officials of enough work to make it worth their while and, at the same time, assures the school of superior officiating.

## Added suggestions

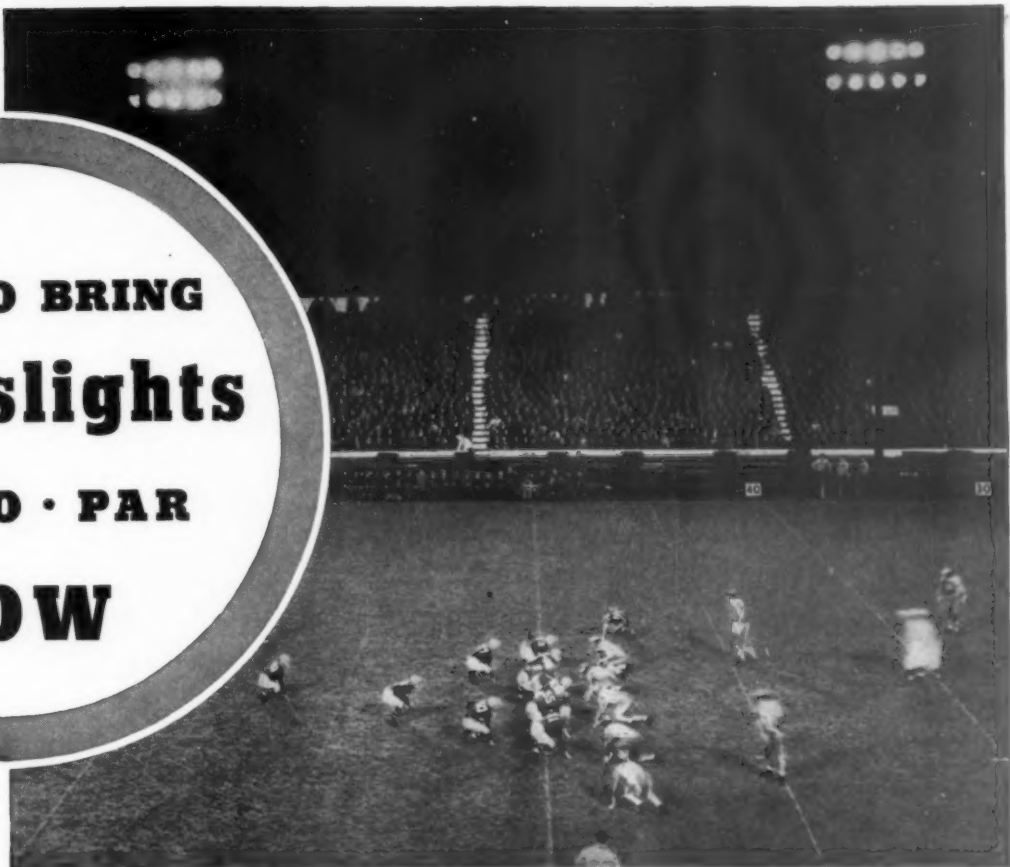
Following are a summary of the foregoing suggestions plus several additional recommendations.

1. Play the game at night, if at all possible, on evenings that do not conflict with other community activities. We have found Thursday night very satisfactory.

2. Purchase good, substantial equipment. Protection should be the first consideration. Good equipment will give greater service.

(Concluded on page 56)

# HOW TO BRING Sportslights UP · TO · PAR Now



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Fans expect fast games full of real entertainment when they attend night tilts under the lights. To assure their enjoyment, sports floodlights must operate at peak efficiency.

Accumulated dust, dirt and soot, coupled with damaged or faulty wiring and equipment, can reduce the efficiency of your lights more than 50%. A complete inspection and servicing of your system now not only assure greater efficiency at lower operating expense, but lengthen the life of your sportsfield lighting equipment.

A regular cleaning schedule and wiring inspection should be planned. Group replacement of lamps, including those which have passed their normal rated life, is recommended. By maintaining the operating voltage of the system at 10 per cent above the rated lamp voltage, light output can be increased approximately 35 per cent. Loss in light output can be determined by a series of light meter readings.

Your nearest Westinghouse Lighting Specialist will be glad to help you with your maintenance problems. Or, you may write Westinghouse Electric & Manufacturing Co., Edgewater Park, Cleveland, Ohio.

### HERE'S WHAT TO LOOK FOR

1. Blackened and Over-age Lamps that Waste Current and Lower the Light Output.
2. Worn or Frayed Wiring that Can Cause Circuit Failures.
3. Poor Connections and Faulty Circuit Safety Devices.
4. Loose Mounting Bolts that Hold Units Insecurely.
5. Improperly Focused Units that Waste Light and Cause Annoying Glare.
6. Dirty Reflectors, Lenses, and Lamps . . . Which May be Cleaned Easily with Non-abrasive Soap.



# Westinghouse *Lighting Equipment*



**T**HIS year hundreds of teams are being formed among our expanding armed forces—to build the strong bodies, alert minds and fine morale that are the bulwark of our national victory program.

The Government is asking the sporting goods industry for their fullest cooperation in this vital task. There must be no delay in supplying the teams of the Army and Navy. The sporting goods manufacturers are responding wholeheartedly.

This creates a problem for the high school and college coach and athletic director. With many thousands of Army and Navy athletes to be equipped, there may be a shortage of

athletic supplies for *quick delivery* to schools.

For this reason it will pay you to cooperate with the manufacturers—who, in turn, are cooperating with our government. Do not delay a single day longer than is absolutely necessary in ordering your equipment. The best way of assuring yourself of superior merchandise and prompt delivery is by *ordering early*. Place your order now.

Remember, it is going to be a herculean task to fill all Army and Navy orders and to equip all school and college teams in time for their opening games. Don't run the risk of being caught unprepared. Your cooperation *now* with the manufacturers will assure your receiving the equipment you want, at the time you want it.

● Sporting Goods Manufacturers are thinking of your needs and doing their best to service you

## Coaching Sprinters

(Continued from page 18)

allowed to go back beyond them.

The last phase to be considered is active competition. Consideration is given to the following points for sprint races and relays.

1. Fast start and sound judgment of pace.
2. Sprint the 100 all the way.
3. The 220 should not be run full speed all the way.
4. Relaxation and "floating" play an important part in the sprints.
5. Run to qualify in trial heats.
6. Beware of wet, uneven, frozen, soggy, windy, or "solid" tracks.
7. Every race is a new contest. Enter it mentally adjusted.
8. Use all past experience to your advantage.
9. Learn from those who can do it better.

### Common mistakes

Following are some of the more common mistakes in sprinting:

1. Incorrect spacing of the starting blocks.
2. Arms spaced too close or too far apart and not straight in the "set" position.
3. Hips carried too high or low.
4. Extreme positions of the head.
5. Trunk lean too far forward or backward.
6. Unnatural breathing.
7. Insufficient back leg drive off block.
8. Needless delay in preparing for the "get set" position.
9. No relaxing in the "on your mark" stance.
10. Trunk thrust too far forward on "get set."
11. Failure to hold poise in the "set" position.
12. Over or under striding during the starting steps.
13. Not running in a straight line.
14. Exaggerated cross-arm or "wing spread" movement and low arm carriage.
15. Not sprinting with the toes pointing straight ahead or slightly inward.
16. "Jumping" at the finish tape.
17. Rising too quickly while applying the acceleration strides.
18. Excessive kick-up of the rear foot in the recovery stage.
19. Starting off blocks with a speedy slap instead of a prolonged forceful push.
20. Not stepping straight ahead when leaving starting blocks.
21. Faulty and improper warm-ups.
22. Not sprinting past the finish line.

## ROOSEVELT BACKS WARTIME SPORTS

He Condemns 'Recreation as Usual,' but Urges Balance of Work and Relaxation

FIGHT EFFORT PUT FIRST

Vacation and Leisure

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# Keep 'em Playing

## H. S. Athletics

A summary of a talk given by Walter B. Spencer, Executive-Secretary of the Connecticut Interscholastic Athletic Conference, at the annual meeting of the National Federation of State High School Athletic Associations in San Francisco, on February 23, 1942.

**I**N THE YEAR 1941, B. P. H., (Before Pearl Harbor) those of us who were a bit closer to the athletic program in our high schools than the run-of-the-mill educators, were giving considerable thought to the relation of the athlete to the whole scheme of national defense.

We knew, for example, that the boys on the football squad, the basketball squad, the hockey squad, the track squad, and the baseball squad, were far better physical specimens than the rest of the boys. We knew, too, that these squads touched only the fringe of our boys and that, try as we might, the intramural program failed to "strike twelve" as an attractive extension of the varsity program.

Furthermore, many of us knew that the play set-up of the modern gymnasium program offered a poor substitute for the strenuous training required of varsity squad boys, and that some change, in the light of the swiftly advancing war clouds, was highly desirable if these United States were to be prepared to protect themselves, to say nothing of participating in the protection of the democracies of the world.

Since Pearl Harbor all of this has crystallized into a determination to do more than wishfully think about building up the physique of our youth. Some of us who preside over large groups of boys have decided to put new life into the intramural program. To pattern it more closely after the varsity program, and to extend, as best we can, the services of our coaches to larger groups.

This determination reaches into the gymnasium where the play pro-



### By Walter B. Spencer

gram will be curtailed in favor of exercises that have a definite relation to body building, erect carriage, lung expansion, and obedience to orders, with its corollary respect for authority.

In such a program the National Federation of State High School Athletic Associations holds a unique vantage ground. Its influence is now nationwide. What it does and what it says is bound to carry great weight with the schools, their coaches, directors of athletics, teachers of physical education and principals.

Its work in improving the rules of play and athletic equipment has had the double effect of making the games more safe and more attractive for the participants, and more pleasing to the spectators. This, in turn, has attracted more boys to high school sports and thereby extended the benefits of such training to an ever increasing group of youth.

The war situation now calls for a re-statement of its objectives, a stronger statement than heretofore in order to meet the grim realities of war. Tomorrow the boys of the senior class and those in the upper age group of the junior class will be "called to the colors." They will

take their places in the army, the navy and the air service.

If their elders are responsible for the mess in which the world finds itself today, the least they can now do is prepare their youth to meet the crisis and straighten out the world again. One big step in this direction will be a better and wider program of athletics and physical training for the older high school boys.

As a guide for such a program I present the following "Statement" for consideration and adoption:

The National Federation of State High School Athletic Associations rededicates itself to the task of increasing the efficiency of high school athletic programs.

The liberties of the nation, secured through four hundred fifty years of hard work, wars and careful planning, are seriously threatened. There must be complete national unity and an all-out program of defense. In this, the high schools have a natural and peculiar role to play. Its youth, especially its boys, will soon be called upon to join the men who are actively and directly engaged in preserving the nation.

We have a definite "call to the colors" in this crisis. Training youth for athletic contests now takes on an added, important objective, that of winning a war.

To this end we pledge our efforts to:

1. Emphasize and increase that part of the school program which is devoted especially to health, physical strength and morale. (A daily program is essential for every boy.)

2. Expand the program of controlled school sports as an essential factor in the training of youth for the big job of helping win the war.

3. Continue a vital and dynamic program of physical education,

(Concluded on page 33)

APRIL, 1942

## DO YOU KNOW THE SECRET OF

# peak performance

**D**EAN B. CROMWELL has developed more Olympic champions than any coach in history. He knows that you can't win races without skill. But skill alone isn't enough. You must have perfect condition. The two together make champions.

Every coach knows this, and is constantly impressing this fact on his charges. The poster that appears on the next two pages will help you drive the point home. It carries an inspiring message to all students from Dean B. Cromwell, Track Coach of the University of Southern California and of the United States Olympic team.

**DEAN  
CROMWELL**

**gives you  
the answer  
in  
this poster on  
CONDITION**

## HOW TO USE THIS POSTER

An attractive poster, strikingly printed in two colors, appears on the next two pages. We have placed it here so that you can be certain to have a copy. Remember, as an athletic director and coach, you have a greater opportunity to influence the development of the students in your school than most other members of the faculty. This poster offers you a chance to make that influence more effective than ever before.

The poster can be easily removed without in any way damaging your copy of *Scholastic Coach*. With a knife, or letter opener, just fold back the two staples in the center spread and lift out the poster. Then mount it on your bulletin board where its message can be read not only by the members of athletic squads, but also by all other students in your school.

If you wish additional posters, we will gladly send you any number up to 10 from the limited supply we now have. If for some special reason you desire a larger quantity we will endeavor to fill your order. Write direct to this office or use the Master coupon on page 55 of this magazine.

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## **Facts in Alcohol Education For Coaches and Physical Education Directors**

### **QUESTIONS and ANSWERS on**

# ***alcohol***

#### ***Is Alcohol a Stimulant?***

**NO.** It is a narcotic, and as such it suppresses or lessens the activity of living matter. Although it gives a temporary sense of well-being, over a period of time it acts as a depressant to both mind and body.

#### ***Does Alcohol Increase Endurance?***

**NO.** Alcohol saps energy and greatly increases fatigue. The reason for this is that alcohol slows down the removal of lactic acid (the acid formed by sugar in the body every time we exercise), and unless this acid is quickly removed the muscles soon tire.

#### ***Is Alcohol Good For the Nerves?***

**NO.** Alcohol seriously upsets the nervous system. It acts as a solvent and dehydrant, absorbing much of the moisture in the body which is so essential to proper functioning of the nerves.

#### ***Does Alcohol Improve Judgment?***

**NO.** One of the most serious effects of alcohol is on the cortex of the brain, or cerebrum, which directs our thoughts and actions. It distorts the "messages" which are received from the sensory nerves and also reduces normal "inhibition" or caution.

#### ***Does Alcohol Aid Co-ordination?***

**NO.** It interferes with both voluntary and reflex movements of the body, and completely upsets that "teamwork" between mind and muscle called coordination.

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# Coaching Schoolboy Baseball

(Continued from page 11)

towards first before throwing. This wastes precious time. Let the boy try his steps slowly at first and increase his speed as he picks up the knack.

In high school baseball, the play at second isn't usually as close as it is in faster competition. Therefore, the trick of avoiding the runner as he slides isn't as important as getting the throw off to first.

It is well to drill the shortstop on fly balls over and in back of third. It is easier for him to catch the fly going sideways than it is for the third baseman, who must run backwards.

The shortstop is also the logical player to catch runners off second base. He may bluff a few times and then, when the runner seems off balance, dash for second and straddle the bag. Perfect timing is needed to make this play go.

On all long hits to left and even center field, the shortstop should run out to the outfield to act as relay man. He should take a position in line with the throw and its intended destination.

A good trick, when there's a runner on second, is to fake a throw to first and get the runner as he tries to advance to third. On balls far to

his right, where a play to first is improbable, a throw to third will often catch a runner trying to advance from second.

A shortstop can very often make or break a ball club, so position your best infielder in that spot. Never let him wait for a ball to come to him; advise him to go in for nearly every ball.

## Third base

A third baseman must have the ability to stop or knock down hard drives, field slow hit balls, and make long, accurate throws. Although the throw is long, it is comparatively easy as he usually can get into throwing position quickly.

After a fumble or after knocking down a hard hit ball, he should remember to pick up the ball with his throwing hand. Too much time is lost when it is picked up with the glove and shifted over to the right hand.

On most slow hit balls to his left and in front of the shortstop, the third baseman should attempt the play. As he is going toward first, the throw is easier for him.

Bunts are particularly tough balls to handle. Hence, whenever a bunt is in order, the third baseman should play closer than usual; in fact, in many situations, very close until two strikes are on the batter. Then he can move back.

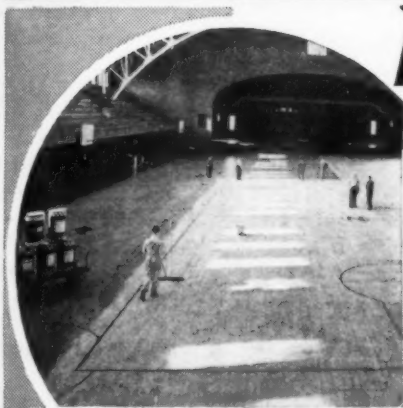
Most bunters indicate their intention as the ball leaves the pitcher's hand. The third baseman should start in with the giveaway. If possible, the bunt should be handled with both hands. If it is extra good, the ball may have to be fielded with the throwing hand only and tossed to first on the next step.

This is probably the hardest play in the third baseman's book, and should be practiced assiduously. He should keep his eye on the ball until it is actually in his hand. He shouldn't look up too soon, or he may fumble the ball or miss it entirely.

Under most circumstances, the third baseman covers his base. Occasionally, however, as when he comes in for a bunt, the catcher may cover, especially if there is a runner on first who may try to go to third.

On a single to left with a man on second, the third baseman should act as cutoff man to prevent the batter from going to second. If the man going home may be caught, he lets the throw-in go through.

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# SPORTS PREFERENCES IN INTRAMURALS

By Greyson Daughtrey

During the past decade, Greyson Daughtrey has been very active in the field of physical education as a lecturer, writer and teacher. He organized and coached the first track and swimming teams of William and Mary College (Norfolk, Va., Division); taught physical education at Richmond for two years; served as state commissioner of the A.A.U. in 1936; submitted an outline of physical education for the Republic of Panama; and has written many articles. At present he directs the physical education and intramural program at Blair Junior High School in Norfolk.

**I**NTRAMURALS have a responsibility above the mere occupation of some of the student's leisure moments. Besides improving skills and whetting interests which the student already has, they should develop new skills and create new interests.

If the program is to discharge this function, it must, first of all, provide many different activities from which the student may choose according to his interests, abilities and previous experience.

The aims of the program may thus be propounded as three-fold:

1. Give all students an opportunity to find some activity suited to their physical equipment by offering as many activities as possible.
2. Give all pupils an opportunity for instruction and participation in the activities they like and are physically suited for.
3. Create an environment where pupils may find worthy use of leisure time.

## Organization of program

At Blair the organization of the intramural program is very simple and yet very effective. The physical education instructor has complete control over the entire program. Under him is a student intramural manager who, in turn, supervises the managers of the individual activities. Each sport has a manager who keeps records and makes reports to the student supervisor.

The managers meet once a week for coaching in the management of the sport. They are seniors who are elected on their knowledge of the sport, general intramural ability, and experience.

The program is divided into five main divisions: clubs, special projects or culminating activities, recess participation, major sports, and miscellaneous.

The clubs represent the most im-

portant phase of the intramural program. They meet at two different times, namely:

1. *Activities Period*, during the school day. During this period the pupils select the sports in which they wish to receive instruction. They have these clubs to pick from: badminton, table tennis, horseshoes, bowling, tumbling, boxing, fencing, and handball.

These clubs meet during this period. Each club has an individual manager who instructs, manages, and records the individual points. The intramural manager supervises the organization and manipulation of all the clubs; while the director of physical education supervises, directs, controls, and coordinates the entire club period.

## Bowling along

The bowling program is carried on within the school. The alleys are painted on the gym floor outside the basketball courts. These alleys are of regulation width and length. Standard equipment is used. Mats are placed at the ends to break the impact of the balls and benches are placed along the sides to keep the balls in the alleys.

2. *After-School Clubs*. These include the sports of golf, tennis, skating, bicycle riding, and swimming. The golf and tennis clubs meet and practice on the local municipal course and courts. The swimming club gathers at the local Y.M.C.A.

For joining one of these clubs, the student receives fifty points. Later on, he may earn additional points in competition. Winners are awarded 50 points; runners-up, 25 points.

The culminating projects serve as a climax to the program. At the end of the first semester, the annual Blair Olympia is held; indoors and at night. This includes exhibitions in required physical education classwork and in intramurals such as fencing, tumbling, boxing, and track.

At the end of the spring semester comes the annual Sports Carnival. This carnival combines a track meet with club competitive championships; and includes practically everything taught during the school year. The participants are classified according to age, height and weight. The program is arranged so that the competition is run off inside as well

as outside. The entire affair lasts a week.

The third phase of the program, recess participation, is needed to keep the students off the street and out of trouble during their twenty minutes of free time each day. Since they'd be active anyway, we felt it advisable to give them the benefit of organization.

The students are offered a choice of four clubs: volleyball, horseshoes, softball, and table tennis. No points are awarded but the champions are permitted to compete in the Olympia and Sports Carnival, where points and awards are given.

The fourth phase of the program, major sports, includes the sports of basketball, softball and volleyball. The teams are chosen from each home room. They are highly organized and highly competitive. Fifty points are awarded to each student making his team, and 50 extra points to the members of a winning team.

In the final classification, miscellaneous, fall all activities which are not of a competitive nature, such as: printing posters, refereeing games, and kindred activities. For such services, the student receives 25 points.

## Awards system

The system of awards is inexpensive but rather elaborate. The awards are made as follows:

1. Monograms to all individuals winning five points in the annual Olympia and Sports Carnival.
2. Monograms and certificates to the managers and champions of all sports.
3. A cup to the individual with the greatest total of intramural points.
4. Ribbons for first, second, and third places in all events.

The program has no hard and fast eligibility rules. It is financed by the students themselves. All boys belonging to the various clubs pay a fee of 25 cents a semester. This amounts to about 30 dollars a term. The annual indoor Olympia, through the sale of tickets, nets about 50 dollars. (There is no admission charge for the Sports Carnival.)

This brings in a tidy sum which has enabled the department to purchase about a thousand dollars worth of equipment in the past five years.

## Wartime Athletics

(Continued from page 26)

which shall include essential body-building exercises. (In this program, the cooperation of the medical and dental professions should be solicited and used.)

4. Extend the present program of interscholastic competitive sports with accentuation on physical fitness, mental alertness, quick reactions, endurance, stamina, and keen competitive spirit.

5. Introduce, for senior and junior boys, in those of our schools which do not already have it, a simple program of pre-military instruction, to include talks by competent authorities on the history and present status of the army, navy, marine, and air force, and on activities designed to encourage quick obedience to orders, courageous bearing, and respect for authority and regulations.

6. Cooperate wholeheartedly with national service and defense organizations in those activities that will contribute to our maximum war effort.

To help accomplish these aims we urge:

That the school athletic plant and facilities be made available through the summer months;

That each state require a rigid physical examination for every competitor and preferably for every student, and that needed physical adjustments be made;

That track and similar activities, for which facilities are unlimited, be required for every boy; and that the benefits of games such as basketball and football be extended to greater numbers of boys, even if it requires that different groups play in alternate periods of games;

And that these activities be continued as long as present available equipment permits in the hope that priorities authorities will find it possible to prevent undue curtailment in tires and equipment for such use without hindering the production of war equipment.

This statement was considered paragraph by paragraph. Agreement was practically unanimous on all items except number 5. Here the speaker was asked to explain what was meant by the term "pre-military instruction." It was explained as training in marching drill and tactics, omitting the more rigorous drilling with actual battle equipment, which is definitely the job of the army, navy, and air services; but including talks by military guest speakers.



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## Base Coaching

(Continued from page 20)

on second, is to watch the shortstop and second baseman for pick-off plays.

The position of the coach is usually an upright one in the box with the hands cupped over the mouth.

When the runner rounds second on the way to third, the coach must signal vigorously with his arms whether to stop or to go on home. To do this effectively, the coach must take the proper position at the base. On close plays, the need to slide, and the direction of the slide, must be clearly indicated.

On throws to the home side of the base, the coach crouches on this side with the hands held low, palms down. Throws to the other side of the bag are treated similarly, but with the coach on that side. The runner slides in the direction indicated by the coach's position.

Where scoring opportunities present themselves, the coach runs about halfway down the baseline. He faces the runner and at the same time watches the ball. If he believes the runner can score, he waves him on. If he doesn't believe this possible, he holds his hands overhead, palms facing the runner.

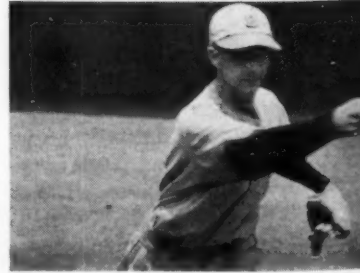
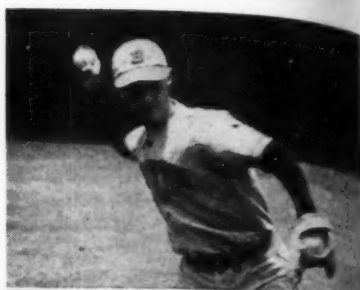
With a runner perched on third, the coach must be alert to the chance of scoring after a fly. He repeats again and again to the runner the necessity of tagging up on a fly ball to the outfield. He watches the play as the runner prepares to sprint for the plate. The instant the ball touches the hands of the fielder, he yells "Go!"

Warn your third-base coach of the danger of sending a man home on ground balls to the infield with none out. Advise him to make sure the ball goes through before he sends the runner in. Both he and the first base coach should be alert to the possibilities of moving up after foul flies. Many times the player making the catch is out of position for the throw or has an exceptionally long throw to make.

## Sidearm Delivery

Danny MacFayden, veteran major league pitcher, is a sidearmer who is famous for his curve ball. Rather slenderly built, he derives his power from strong muscular control of the wrist and fingers.

He is shown here throwing his fast ball. He throws with a fine, free action of the arm in which there is absolutely no sign of tension. As the arm passes the plane of the body, the wrist breaks once again and is snapped at the last instant. The final snap is the secret to putting "stuff" on the ball.



## SOFTBALL PITCHING RULE

With minor exceptions, pitching is the only phase of softball that differs materially from baseball. The box is 43 feet from the plate as compared to 60½ in baseball, and delivery is underhand.

Following is a condensation of the pitching rule, as laid down by the Amateur Softball Association:

**PITCHING RULE.** (a) Preliminary to pitching, the pitcher shall come to a full stop, facing the batsman, with the ball held in both hands in front of the body, and with both feet squarely on the ground and in contact with the pitcher's plate, for not less than one second before taking one hand off the ball at the start of the wind-up, or back-swing.

(b) In the act of delivering the ball the pitcher shall not take more than one step, which must be forward and toward the batsman. The step must be taken simultaneously with the delivery of the ball.

(c) A legal delivery shall be a ball which is delivered underhand, and with a follow through of the hand and wrist past the straight line of the body, before the ball is released. The pitcher may use any wind-up he desires provided that in the final delivery of the ball, the hand shall be below the hip and the wrist not farther from the body than the elbow.

**NO PITCH.** No pitch shall be declared whenever the pitcher pitches during a suspension of play or when he attempts a quick return of the ball before the batsman has taken position or is off balance as the result of a previous pitch.

**ILLEGAL PITCHES.** An illegal pitch, entitling the base runner, or runners, to advance one base, shall be called by the umpire as follows; and in each of the cases cited a ball shall be called in favor of the batsman:

(1) Any delivery without previously taking position defined in (a).

(2) If the pitcher takes more than one step before releasing the ball.

(3) Final delivery of the ball with the hand above the hip and the wrist of the pitching arm farther from the body than the elbow (c).

(4) Failure to follow through with the hand and wrist past the straight line of the body (c).

(5) Holding the ball for more than 20 seconds.

(6) Making any motion to pitch without immediately delivering the ball.

**Note:** This bars the so-called "rocker" action of a pitcher who, after having the ball in both hands in pitching position, separates the hands while making a backward and forward swing of the pitching arm and brings the ball again into both hands in front of the body; or any type of wind-up in which there is a stop or reversal of the forward motion. This does not bar a wind-up in which the motion of the pitching arm is continuous even though the hand taken off the ball may again touch and travel with the ball in the course of such wind-up.

(7) Delivery of the ball while the catcher is outside the lines of his position.

(8) If the pitcher continues to wind up after taking the step (b).

If the batsman strikes at, and hits into fair territory, any of the foregoing illegal pitches there shall be no penalty for such illegal pitch and the ball shall remain in play, and the base runners may run bases.

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## Teaching Diving Skills

(Continued from page 13)

suspended shoulder high in front of the board, without jacking. Make your body describe an arc in the air.

**Swan Dive.** As soon as your feet leave the board, do two things: (1) throw the feet and legs back over the board; and (2) throw your head and arms backward.

**Back Dive.** Use your arms in the proper manner to help get as much height as possible. Try to do this dive with a good arch at the top of the parabola, for it is similar to the arc dive.

**One-legged Dutchman.** Run out, throw one foot into the air and look backwards. Let yourself go! Really throw your leg up and look back hard. Don't worry about what to do with your hands; they will take care of themselves.

**Back Somersault.** Throw the head and arms back as soon as you leave the board. Try to thrust the feet over the head through the upstretched arms. To straighten out, push your feet downward and forward and raise the trunk upward.

In this short lesson, the boys should practice the dives they're having trouble with and which they fear most. With work and the right kind of pressure, this fear can be eliminated.

### Dutchman or half-gainer

To do the half-gainer with the proper approach and hurdle requires a slight change in the conception of the dive which, by now, the pupils may have. Up to this point, they have thought of the Dutchman in terms of throwing the feet into the air and the head back. With the introduction of the approach and two-legged takeoff, this may prove a stumbling-block.

The pith of this dive is beautifully summed up in this phrase: "Get the front of your hips up into the air."

Most boys, in their first attempts, won't wait for the spring of the board to help them. This, of course, makes the dive more difficult but, strange to say, about three-quarters of the divers will manage to do a crude half-gainer.

A very effective teaching phrase is: "Don't hurry on the end of the board. Take a high hurdle, throw your hips up towards the sky, and look backwards for the water."

To get the pupils to go up instead of out will tax the ingenuity of the instructor. As a suggestion, try hav-

ing a contest to see who can go highest and come closest to the board. Naturally, don't carry this to an extreme.

### Cutaway somersault

The cutaway somersault is started the same as the back jack. First have the boys do four or five high back jacks, reaching as far forward and as high as possible. An amazing amount of forward momentum is gained which makes the dive go over too far. It also serves to show the aspirant that, with a little more effort, he can easily spin enough to make a complete somersault.

The high back jack is again started, but at the peak a quick forward tuck is made. To increase the effectiveness of the tuck, the chin should be on the chest from the start.

While balancing, instead of keeping his eyes on a point at eye level, the diver should trim his sights, without moving his head, on the end of the board.

The dive should be repeated several times with the boy trying for height rather than distance each time. It is interesting to note that the majority of the squad will enter the water six to ten feet from the end of the board on their first few tries. If possible, mark the point of entry each time so that you may note the improvement.

Suggestions for improving height and cutting down the distance follow:

1. Use an up and forward arm swing as well as a vigorous down swing.
2. Stay on the board as long as possible. Do not anticipate the lift of the board.
3. Strive to get the hips as high as possible in the shortest length of time.
4. Avoid too great a backward lean at the beginning as this will cast the dive away out from the board, cutting down on the height and making it much harder to go into the tuck position.

### One and one-half forward sommy

After the front somersault has been learned, the natural desire is to learn the forward one and one-half somersault. The hardest task will be to stay in the tuck position of the single forward sommy until sufficient turn has been made.

In the teaching of this dive, it will be necessary to give the class a clear

idea of the dive as well as of the individual movements. Some coaches maintain that a land drill of forward rolls, done with a little spring or jump, conveys the main idea. Others claim this contributes nothing to putting the dive across.

The progression that follows does not include this exercise but, if desired, it may be worked in.

Working on the board, the boys execute a number of high front somersaults. They try to open for the entry a little beyond the customary point. Each diver then does several high fast somersaults, holding the tuck until he enters the water.

The boy will not hurt himself, as he is spinning, not falling, into the water. The amount of turn he will get cannot be reckoned from previous performances in the front sommy, as it is impossible to tell how fast he can spin. The average learner will be encouraged to find on his first attempt that he can turn about one and three-quarters way around.

This is repeated with the boy trying to open the dive by stretching his arms forward into the water and extending his feet backward towards the board.

Because of the rapidity of the

spin and a lack of height, most of these entries will be of the sneak variety. As an aid, have them do two or three front jack-knives, carrying the feet farther forward under the body than usual. The movements they execute to get into the water head first are essentially the same as those in the one and one-half.

### Alternate approaches

If this method fails to get the dive across to at least half the class, there are two other approaches that may be tried.

1. Have the pupil do a front sommy from the 10-foot board and look for the water. Invariably, he will enter the water head first. He should not make a tight tuck, but should swing his head forward and bend at the waist.

Successive attempts will develop the necessary kinesthetic sense to do the dive in the tuck position from the low board. The drawback, obviously, is that it takes courage to try the dive from the high board without having previously attempted it from the low board.

2. Have the boys do a bouncing front sommy, looking for the water after the first turn. The difficulties will be to obtain sufficient control to

go into an effective spin position and to go up instead of out, as bouncing for such dives requires good coordination and much skill.

For a moving picture analysis of this dive, see last month's installment of this series.

### Final review

At this point, everything from the fundamentals to the last dive should be reviewed. Starting with the first dive taught, lead the group through every dive that has been considered thus far.

Stress height, form and exactness of execution. Caution the boys against sloppiness, as this establishes bad habits and produces injuries. Once again go over the theory of the dives; encourage questions on the mechanics.

Be liberal with your praise; commend those divers who have done well. The faults should be analyzed and clear, precise corrections made. This may be vividly done if the dive can be imitated, with accentuation on the faults.

If necessary, rebuild the progression to show where the mistakes are being made. Above all, insist that each diver try to "feel" his dive all the way through.



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The pictures on this page offer an unusual opportunity to check the details of the swing at each of its key points. While the pictures have sequence, they were not taken with a movie camera. The author stopped his swing at each key point for a special single action shot. The picture on the far left shows the correct stance; the next picture shows the halfway mark of the back swing; and the picture below, a closeup of the wrist cock at the top of the back swing.



## STREAMLINING THE GOLF SWING

By John W. Stevens

This is the second of a series of articles by John W. Stevens, of the Rockland Country Club in Sparkill, N. Y., who was recommended for this series by the president of the local Professional Golfers' Association.

**L**AST month we dwelt analytically on stance, grip, and balance. While of extreme importance, these are but cogs in the mechanical wheel of the swing.

This article will deal principally with the pivot, or body action, upon which the swing hinges, and the fundamentals bearing on the correct arm and wrist action.

Looking at the swing in a purely mechanical sense, the first thought of the beginner usually is not only how to make actual contact but how to control this action.

To generate the power for a long, straight ball, it is necessary to produce enough centrifugal force to speed up the action of the arms, wrists, and, lastly, the club head it-

self. In the first article, you may recall the practice exercise for balance. Balance means rhythm, and rhythm produces a smooth flowing power.

Hence, let us begin with the body action. This might easily correspond to the action of a wheel turning on an axle. The wheel does not turn until some other force makes it move. Neither does the club head move until the central controlling force starts the action.

The back swing starts with a pivot of the left hip and shoulder. The accompanying illustration shows this movement. The hip and left shoulder have turned and the left arm is naturally starting back, but the wrists have done nothing but follow along. They have certainly not started the upward swing.

The club is started back low. It is not brought up abruptly. The weight shifts to the rear foot and the left heel comes off the ground. The left

arm completely controls the club.

The next illustration shows the completed back swing. The body action has caused the left arm to swing 'farther around and upward, the wrists have cocked, and the player is now in position to begin the down swing.

Let us carefully analyze this position. The player has practically turned his back to the ball. The weight is preponderantly over the right foot, the left knee has bent slightly to the right, the left arm is fairly straight, and the head is turned a little to the right. It remains there long after the club head has passed through the ball on the follow through.

So that you may see the position of the hands and what they are doing at the top of the swing, a good close-up is included. This position is vital and therefore must be right; otherwise, the club will not start down properly.

NEARING TOP



HALFWAY DOWN



CONTACT



FOLLOW THROUGH



FINISH



The main point to watch here is the right hand. You will note that the palm faces upward and the elbow points to the ground. This places the player in perfect position to come down on the inside of the ball.

The momentum of the swing begins the downward arc. The left side of the body takes command at this point and the left heel settles firmly on the ground. The left hip moves around and the arms begin to fall into position to swing through the ball.

But note that the wrists are still cocked as at the top of the back swing. The swing has not yet unloosed its power. When the hands reach a position about waist high, the wrists uncock and whip into the ball.

At contact, the position of the hands is very similar to that in the address. The club head literally passes through the ball, the right shoulder is still behind the club head, and the head is still pointing slightly to the right.

From now on, just let it go. The force of the entire action pulls the player around into the correct finish. Nothing can stop the head of the club as it comes down through the ball. The body, by working toward the left side, unleashes its full power.

The head stays back, with the right shoulder still behind long after the ball has been struck. The wrists throughout the swing remain flexible enough to permit the action of the club head to proceed and finish the swing. The weight is solidly planted on the left heel at the finish, and the body is completely relaxed to permit a full follow through.

Always keep one thought in mind: Swing, don't hit, even though it is a most natural thing to do.

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# VITAMINS FOR HEALTH

By Mary Ellen Baker

Mary Ellen Baker applies her vitamin p's and q's in the home economics division of the National Biscuit Company.

**A**THLETIC conditioning may be divided into two parts: the mechanical phase and the nutritional phase.

The mechanical phase is thought of as the exercising or training of the muscles. Through regular exercise, muscles may be kept in "condition" or tone, so that they will contract instantaneously and strongly upon stimulus.

As important as this is, however, it cannot replace or compensate for a lack of proper nutrition of the muscles.

The nutritional phase is something the average schoolboy athlete knows almost nothing about, and about which coaches and trainers once gave but slight thought. Today, although there are various ideas on the subject, coaches agree on the main premise—that there should be dietetic control.

### Nutritional requirements

The human body, with its muscles, is a highly intricate machine that requires a daily variety of fuels, or nutritional materials, to keep it in perfect running order.

When we regularly supply it with the right amounts of each of these different materials, it functions efficiently. It's when we persistently fail to supply it with enough of some of the materials it needs, and overload it with some of the others, that its efficiency insidiously decreases.

The essential nutritional materials needed by the muscles are: carbohydrates (starches and sugars), proteins (meats and meat substitutes), fats, minerals, and vitamins.

Vitamins are chemical substances which are vital in maintaining stamina, vitality, resistance, and general good health. The body needs a certain amount of each daily.

These substances are found in natural foods. Many agencies, to which natural foods may be subjected, act to destroy these vitamins so that natural foods often do not contain nearly as high a vitamin content as they should.

However, gaining vitamin credits is not difficult. All it takes is a properly selected diet of well-cooked foods. The plus value derived from foods are found in the important vitamins: A, B<sub>1</sub>, B<sub>2</sub>, C and D. If

your daily diet provides the right amounts of these vitamins, you don't have to worry about such recent additions to the vitamin alphabet as niacin and vitamins E and K. They come with the others.

The vitamin story is colorful. Consider vitamin A. This vitamin flaunts a gold and green identification tag. Under the gold group there are ice cream, butter, whole milk, and such showy vegetables as carrots, sweet potatoes, yellow turnips, apricots, and peaches. The deeper the yellow, the greater the vitamin A content.

### In green fields

In the green field, you'll find broccoli, kale, spinach, and all greens. Meat also claims a few shares of this vitamin.

When taken in adequate amounts, Vitamin A prevents night blindness. It assures smooth healthy skin, and protects the mucous membranes of the nose and throat, thus helping to prevent colds. This vitamin is also essential in the proper formation of the teeth and in promoting growth.

While vitamins may not sound as tempting as pie a la mode, they do not lack in appetite appeal. The most wholesome foods may also be the most delicious. This is particularly true of whole grain cereals, which are rich sources of vitamin B<sub>1</sub> and minerals.

Meat is also a good source of this vitamin. Roast pork, liver and bacon, and veal cutlet now do more than serve as a source of protein for muscle building and iron for the red corpuscles. These meats, along with whole grain cereals and enriched breads, are daily diet requirements that produce energy and promote growth.

A deficiency of vitamin B<sub>1</sub> is symptomized by poor appetite, nervousness, fatigue, and headache. Of particular importance to the athlete is the fact that B<sub>1</sub> deficiency causes: (1) a decreased ability of the body to use its energy reserves to the best advantage, (2) a loss of vigor and vitality, and (3) profound fatigue.

The second important B factor is vitamin B<sub>2</sub>, sometimes known as vitamin G but most commonly referred to as riboflavin. While found in abundance, it is most essential to youth since it prevents skin lesions and abnormal changes in the eyes.

promotes health, and aids the oxidation processes of body cells.

Rich sources of riboflavin include: animal products such as milk, eggs, cheese, lean muscle meats, liver, kidney, heart; and such vegetables as turnip tops, kale, mustard greens, and beet tops.

Vitamin C serves as a preventative for scurvy, a common student ailment, protects the gum and teeth, and combats restlessness and irritability.

Our richest natural C sources include citrus fruits, tomatoes, and vegetable greens.

Vitamin D, the sunshine vitamin, aids in the absorption of calcium and phosphorous. While generous supplies of this vitamin are stored during the summer, when the skin is exposed to sunlight, the store can be supplemented through oily fish foods. Another way to get vitamin D is through sun lamps.

Many theories have been advanced on the subject of why athletes go stale. Certain of these may partially explain some cases, but the majority are too far-fetched to be given serious consideration.

In most slumps there is not just one contributing factor, but several acting together that produce the loss of customary efficiency. This may be due to vitamin deficiencies.

## AID TO REFEREES

By Ted Swenson

THE writer has long felt that the one-man system of refereeing basketball is unfair both to the official and the competing schools, and that if a solution could be found without entailing extra expense it would be a splendid thing for the sport.

In most Iowa high schools, as in probably every state, only one official is used due to the expense. The result, in the main, is unsatisfactorily worked games. The deflection is no reflection on the official. The way basketball is played today, it is impossible for one official to see everything that's happening on the court.

While some coaches feel that many officials see too much already, it cannot be denied that one man will miss many plays which should be called.

Perhaps the greatest weakness of the one-man referee system is that the official is always working on one side of the court and thus cannot correctly call all the out-of-bounds plays on the opposite side.

Frequently, an official will miss enough line violations to affect the

course of the game. The smaller the court the more line violations there are; and as the smaller schools usually own the smaller courts, it is they who need the most administrative help.

The writer suggests the use of a volunteer linesman on the opposite side of the referee whose only duties would be to call the line violations on his side and to make the toss on nearby held balls after the referee has called the tie.

This extra man could be a faculty member of the home school who has had athletic experience, or a former player. These individuals are usually glad to lend a hand without exacting a fee.

In summarizing the advantages of such a plan, we find it will:

1. Speed up the game.
2. Result in a better officiated game.
3. Enable the official to work at top speed, since he will have less court to cover.
4. Help the official maintain closer contact with the scoring table and timers, as he will always be on that side of the floor.
5. Make for better relations among spectators, players and official, since fewer wrong decisions will be made.

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# THE WAY OF A WINNER

By Al Dahlberg and Harold Shaw

Basketball coaches who find their material deteriorating and don't know what to do about it, will be particularly interested in the program with which Al Dahlberg brought Puyallup, Wash., High School out of the doldrums into the land of milk, honey and championships. Dahlberg's collaborator, Harold Shaw, is a sports reporter for the Seattle "Post-Intelligencer."

**I**T WAS the best Puyallup team I (Dahlberg) had seen in five years. They had shot their heads off that night—15 baskets out of 32 attempts, nearly 50 percent. And still they had gone down to defeat, 41-40.

What was wrong? The boys had fought as no Puyallup team had ever fought. They were good athletes, the same bunch that had won the football championship. They had shot, passed, and checked better than any former team. But still they had lost to a team built around one sharpshooter.

None of these kids was a natural basketball player, although all had responded to coaching. Somehow or other when the going got tough—when class really shows—the class wasn't there.

Taking inventory after that 41-40 defeat, I recalled that Puyallup hadn't had a basketball champion in ten years, and that most of the teams over that stretch had lost more games than they had won. Furthermore, not a single graduate in that decade had made a college or university team.

The conclusion was obvious. Either Puyallup athletes just weren't cut out for basketball or the right boys weren't coming out for the team. At the time, we were working with a squad of 20 men. These comprised the returning lettermen plus those selected from the class basketball tournament, which was run off the first week after Thanksgiving.

Was this the wrong approach? Was the promotion of tournament players to the varsity a sound practice? True, it gave us a few boys who looked promising. But couldn't some other method better harvest the potential talent?

After giving the problem much thought, we decided that the best place to search for likely prospects was in the junior high school. We could carry these prospects on the squad as sophomores, breaking them in early for at least two years' service on the varsity.

Since practically everything can

be taught a player except an almost inherent ability to shoot, the problem resolved into a matter of unearthing the "natural eyes."

Our first step was a foul-shooting contest in which every boy in the seventh, eighth and ninth grades could participate. As an incentive we offered new basketballs to the winners.

Each boy shot 100 fouls in the preliminaries. Then the high 20 shooters in each grade shot another 100, and the top ten another century. Finally the high five boys shot 200 more. These were shot in groups of 25 at the convenience of the boy. But he had to have another competitor along as scorekeeper. This contest was held in March and created considerable interest.

Most surprising was the type of boy who ranked high in these contests. Not all, but many, were boys who never had taken any interest in athletics. They were shy about turning out for the junior high teams, but they would shoot fouls.

Now that we had discovered the best foul shots, what was the next logical step? That was easy: Try out these foul experts under game conditions, and see how they would fare.

## Intramural program

Puyallup already had an intramural basketball program but it was not coordinated with the athletic department. Neither was the gym class program. But a few changes here and there could easily convert them into excellent training grounds for likely prospects.

The intramural program was run in the evening, from seven to nine o'clock, four nights a week. The first hour was given over to the junior high intramural league, consisting of six teams, while the second hour was reserved for the senior high intramural league, which also was a six-team affair.

The following fall we reorganized the basketball program. The class tournament was discarded for a class league which operated from December to March. The junior high team represented the freshman class, thus making a four-team league.

The varsity squad of 20 was selected before the class teams were organized. We picked eight seniors, six juniors and six sophomores. Some of these boys, notably the

sophomores, were chosen on their foul-shooting records of the previous spring.

The personnel of the three class teams was selected by me. On these teams were placed boys of fair ability, some of whom were probably better than a few on the first team, but either because of size, temperament or age, would never improve. Each team had ten players. The siphoning off of these better 30 players naturally created more opportunities for the younger players in the senior high intramural league, as no boy was allowed to play both class and intramural basketball.

The rest of the boys who wanted to play were divided into intramural teams. Several who were good enough for the class teams were kept in the intramural program to develop confidence. Practically every intramural team had one boy who had made a good score in the foul-shooting contest.

The gym class program, which all ninth graders had to take, was easier to set up as all the previous spring's good eighth-grade foul shooters were in the class. A few sophomores who lived on rural routes and thus could not participate in the intramural program, were permitted to join this ninth-grade gym class.

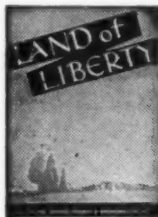
In this fashion we placed the good prospects where they would have a chance to shoot under fire. The next step was to keep records of their scoring. This was done by expanding the managerial staff so that somebody kept score of every class, intramural and gym-class league game.

These records were posted each week. Naturally the boys began taking an active interest in improving their scoring. While this did not encourage team play, it did bring out the boys who could shoot.

This was the program we installed four years ago. Its full effect has not yet been felt, despite the fact that in 1940 Puyallup won its first basketball crown in 13 years.

Briefly the program boils down to this:

1. Find the "natural eyes."
2. Organize plenty of competitive basketball to test them under fire.
3. Keep records of every game in every league.
4. Select next year's squad during the previous spring, just after the foul-shooting contest. Hold a few weeks of fundamental drills just before school ends.
5. Carry a squad of eight seniors, six juniors and six sophomores. Give letters to all the seniors, leaving about three or four awards for underclassmen.



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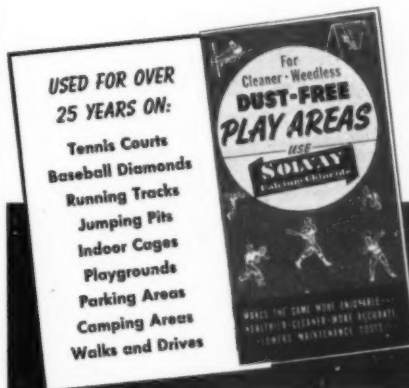
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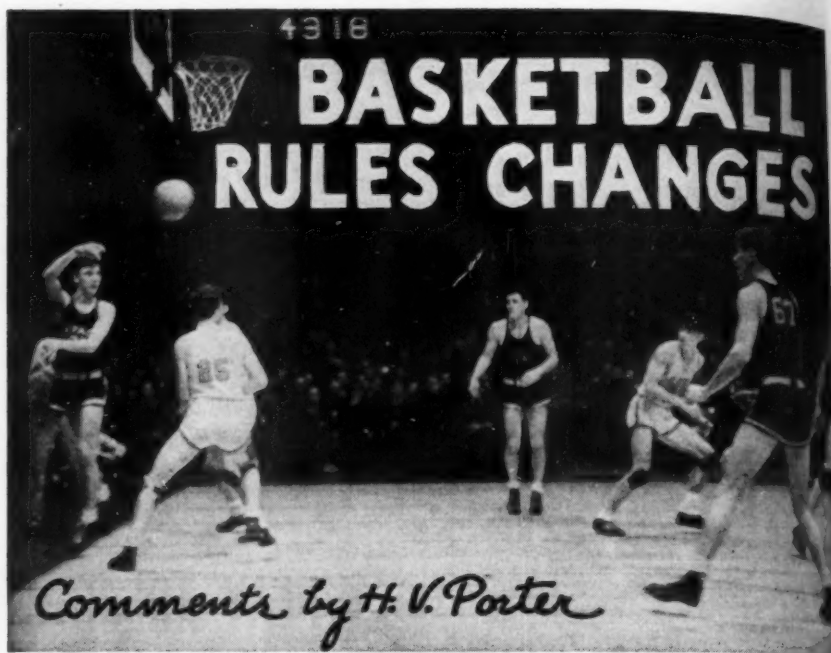


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**T**HAT basketball is nearing a stage of perfection was evidenced by the action of the National Basketball Committee last month in drafting not one change of major significance in the code for 1942-43.

What few changes they made at their annual meeting in New Orleans have no bearing on the game itself. The rules surgeons agreed that the "patient" was doing as well as could be expected and that no operation was necessary.

Here are the few minor revisions they made. No attempt is made here to word the actions as they will appear in the Guide. The following statements merely indicate the intent.

### Changes for 1942

1. For games played in twenty-minute halves (college, Y.M.C.A., and independent), a player who is eligible to start an overtime period will not be disqualified upon committing his fourth personal foul. During such overtime, it will take a fifth personal to put him out.

Note: A player who is removed from the game after his fourth personal during the regular playing time will not be permitted to participate in the overtime.

2. An attempt will be made to strengthen the rule that provides for the four-foot space between the backboard and the end line. This type of court marking is to be considered mandatory except where it is physically impossible to provide this space.

3. It was voted to continue the policy of considering both the rectangular backboard and the smaller

fan-shaped board legal. No distinction is to be made between the two types. The same policy will apply to the sewed and the molded type balls. Either type is legal.

Note: There are many problems connected with priorities and scarcity of materials that would make it impossible for manufacturers to produce enough of one type of board or one type of ball to supply every school, playground, and service camp, were the Committee to make one type mandatory. Even with both types legal, it is doubtful whether there will be enough of these articles to meet the demand.

The Committee feels that the specific type of board and ball that will be ultimately used will be determined by merit and that there is no need for restrictions.

4. The Committee authorized the development of a set of signals for officials with the idea of official adoption in the future.

5. Several editorial changes were authorized. These include improvements in the arrangement and classification of the rules to boil them down into approximately ten rules. It is hoped that this arrangement will be ready for the 1942-43 rules book.

Action relative to the time and place for the 1943 meeting was taken. The war gods willing, the Committee will meet next year at the same time and place as the finals of the N.C.A.A. tournament.

Officers elected for the coming season include: Chairman, J. W. St. Clair; Vice-Chairman, E. J. Hickox; Treasurer, H. J. Swarts; Secretary, H. V. Porter; Editor, Oswald Tower; and Member Executive Committee, Floyd A. Rowe.

Following are a number of rules proposals that also received consideration by the Committee. These appeared in the annual questionnaire. Basketball men throughout the country were asked to vote "yes" or "no" on:

1. Re possession after free throw:
  - (a) After last throw for any personal foul, award ball to throwing team at mid-court if throw is successful.
  - (b) Make ball dead after all free throws (successful or not) and award to throwing team at midcourt.
  - (c) Make ball in play if free throw for technical foul is not successful.
2. Require Official to handle ball after a goal.
3. Prohibit successive charged time-outs without an intervening play.
4. Make high school game end automatically if a team is 40 points ahead at the end of the first half or during the second half.
5. After a field goal, remove right of a player to pass ball along end line to a teammate who is also out of bounds.
6. Provide for one Scorer, one Timer, and an Inspector to assist both and to be responsible to the Referee.
7. Penalize any foul which occurs during dead ball as a technical foul (unsportsmanlike conduct).

## Tennis Net Play

(Continued from page 14)

facing it squarely. The face of the racket is allowed to recede just at the point of contact. The racket is gripped very firmly and, while moving slightly forward to make the return, it actually consumes the pace of the drive by momentarily recoiling.

This retraction of the racket head takes the steam out of the ball. The return is adroitly directed just above the net cord, falling within a few inches of the net itself.

Throughout the stroke, the racket is held almost parallel to the net, with the top bevel of the frame tilted slightly back to allow greater control.

Naturally, these strokes are not intended to take the place of the regular net game. But if used wisely and treated only as a supplement to the standard forecourt strokes, they will do much to strengthen one's attack.

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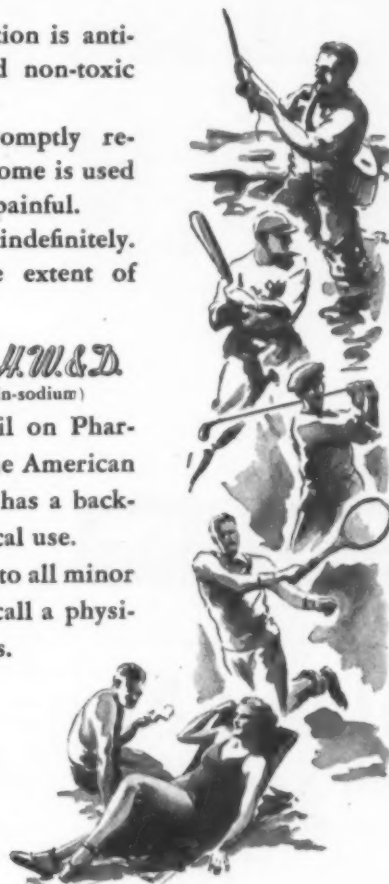
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## HURDLING STATISTICS

National Federation Press Service

SEVERAL years ago, the National Federation improved the hurdle events for high school athletes by shortening the low hurdle event from 220 to 200 yards and trimming the high hurdle from 42 to 39 inches.

For high school competition in the low hurdles, the revised dis-

tance of the 200 hurdler. At longer distances, the starting time figures less conspicuously in the total elapsed time.

It also appears that the difference is slightly greater for the national records than for the average performance as listed in the honor roll. This may indicate that while our

### SOURCE OF DATA

| Year               | 220 HURDLES |      | 200 HURDLES |      |
|--------------------|-------------|------|-------------|------|
|                    | 1932-35     | 1936 | 1940        | 1941 |
| Illinois Record    | 24.5        | 23.4 | 22.9        | 21.9 |
| Yards per second   | 8.97        | 8.54 | 8.73        | 9.13 |
| Honor Roll average | 24.3        | 22.6 | 22.4        | 22.5 |
| Yards per second   | 9.05        | 8.84 | 8.92        | 8.88 |
| National Record    | 23.5        |      | 22.1        | 22.1 |
| Yards per second   | 9.37        |      | 9.04        | 9.04 |

tances are 18 yards to the first hurdle, 18 yards between hurdles, and 20 yards from the last hurdle to the finish line. The distance for the high hurdle race remains the same—120 yards.

Of late, there has been much speculation on the effect this has had on the speed of the races. A recent study throws some light on the matter. Data were gathered from (1) the Illinois state meet, (2) the honor rolls for various years, and (3) the national records for several years. The results are shown in the accompanying tables.

Over the 200-yard course, where the spacing between hurdles is 18 yards, the average speed per second is slightly less than when the 20-yard spacing was used. This may be attributed to the fact that the initial speed at the start occupies a larger proportion of the total elapsed time.

To elucidate, studies indicate that it takes the average athlete about

top ranking men are not as fast as the old top-notchers, the caliber of local champions is about the same.

If the present hurdles were to be run at the same speed as the national record for the 220-yard race, it would result in a record of 18.7. It is possible that this may be established as the boys become thoroughly acclimated to the new distance. However, it will probably take another Jesse Owens to do it.

The statistics for the high hurdles indicate that the reduction in height has increased the average speed with which they can be run. This is to be expected, of course, but the figures are interesting.

The average speed for college men with the 42-inch hurdle is included, so that a comparison may be drawn with the best schoolboy performance for the 39-inch barrier. At present, the college event is run at a slightly greater speed per second, but as the schoolboy performers be-

### SOURCE OF DATA

| Year               | 42-INCH HURDLES |      | 39-INCH HURDLES |      |
|--------------------|-----------------|------|-----------------|------|
|                    | 1934-35         | 1936 | 1940            | 1941 |
| Illinois Record    | 15.9            | 14.9 | 14.8            | 14.2 |
| Yards per second   | 7.54            | 8.05 | 8.1             | 8.45 |
| Honor Roll Average | 15.2            | 15.2 | 14.6            | 14.6 |
| Yards per second   | 7.89            | 7.83 | 8.21            | 8.21 |
| National Record    | 14.7            | 14.7 | 14.0            | 14.0 |
| Yards per second   | 8.16            | 8.16 | 8.57            | 8.57 |
|                    | 1940            |      |                 |      |
| College Honor Roll | 13.7            |      |                 |      |
| Yards per second   | 8.75            |      |                 |      |

.8s. to leave his marks from a sprinting stride. This figure remains constant, whether the hurdler is running 220 yards or 200 yards. Thus, in a comparative study of speed, this works to the disadvan-

come more used to the 39-inch hurdle, it is likely that they will approach the college speed. This would result in a reduction of .3s. from the present national record; that is, a new record of 13.7s.

## Coaching School Directory

**COLORADO H. S. COACHES' ASSN.**—Denver, Colo. Aug. 10-15. N. C. Morris, director. Staff: Don Faurot, Fritz Crisler, Everett Dean, Bob Shelton. Tuition, \$10. For further details, see advertisement on page 46.

**INDIANA BASKETBALL**—Logansport, Ind. Aug. 17-21. Cliff Wells, director. Doug Mills, Everett N. Case, Marion Crawley, Cliff Wells. Tuition, \$15.

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**PLAINS COACHING SCHOOL**—Plainview, Tex. R. L. Johns, director. Football. Tuition, \$5.

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**TENNESSEE COACHING SCHOOL**—Nashville, Tenn. Aug. 10-14. Joe Sills, director.

**UNIVERSITY OF COLORADO**—Boulder, Colo. June 12-July 18, July 20-Aug. 22. Harry G. Carlson, director. Courses in all Sports and Physical Education.

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**UNIVERSITY OF NORTH CAROLINA**—Chapel Hill, N. C. Aug. 17-22. R. A. Fetzner, director.

**UNIVERSITY OF TENNESSEE**—Knoxville, Tenn. June 8-July 15, July 16-Aug. 21. A. W. Hobt, director. Courses in Physical Education. Staff: Physical Education Department.

**UNIVERSITY OF WYOMING**—Laramie, Wyo. June 11-14. F. E. Davis, director. Staff: Harry Hughes, B. F. Oakes, Ev Shelton. Tuition, \$5. For further details, see advertisement on page 56.

**UTAH STATE AGRIC. COLLEGE**—Logan, Utah. June 8-12. E. L. "Dick" Romney, director. Football and Basketball. Tuition, \$10.

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## New Books on the Sport Shelf

**WARD TRACK AND FIELD SCOREBOOK.** By Ralph F. Ward. Concord, Mass.: Ralph F. Ward.

HERE'S one of the most practical scorebooks for track and field we've ever seen. Its designer, Ralph F. Ward, coaches the sport at Concord, Mass., High School; so he knows what it's all about.

You may order the scoresheets according to your needs. The available sheets are: point total and meet summary sheet; running events sheet, one per running event; trials and semi-finals sheet, where needed; field events sheet, one per event except for the high jump and pole vault, each of which is scored on a separate sheet; relays sheet, with spaces for six teams and the results.

A yearly progress and a summary of the season sheet are included free of charge with each order. Each of these sheets sells for two cents. The quantity you order depends upon the number of meets you have and the number of events in each meet.

These sheets may be inserted in a special binder, which features a catch grip. Thus, the pages may be slipped in and out of the binder at will. The binder, which should last a life-time, sells for \$1.50.

Many high schools and colleges are finding this scorebook a real time-saving device. It is adaptable to any meet.

**WE NEED VITAMINS.** By Walter H. Eddy and G. G. Hawley. Pp. 102. New York: Reinhold Publishing Corp. \$1.50.

COACHES who believe in training tables—which, in this enlightened athletic day and age, includes nearly every coach—owe it to themselves and to their boys to prescribe the most scientific of diets.

We know that our daily food is made up of five kinds of substances: proteins, carbohydrates, fats, minerals, and vitamins. What vitamins are and what they do is still not very clear to the layman. Yet the vitamins are as essential to proper body functioning as the pitcher is to a baseball team.

This book answers simply and clearly the following questions concerning each vitamin:

1. What is the vitamin?
2. What are its chemical and physical properties?
3. How is its potency determined and expressed?
4. What does the vitamin do?
5. How does it accomplish this effect?
6. How much of it do we need daily?
7. Where and how can we get it?

Complementing the book is a handy tabular form of the latest values of the vitamin content of foodstuffs.

**ANALYSIS OF HUMAN MOTION.** By M. Gladys Scott. Pp. 388. Illustrated—photographs and drawings. New York: F. S. Crofts & Co. \$3.90.

EFFECTIVE teaching in physical education and sports is based upon competent teaching of the motor skills. Thus, teaching efficiency depends on adequate knowledge and understanding of the structure and motor functioning of the human organism. This understanding stems from the fundamental science of kinesiology.

Kinesiology originally was limited largely to the muscular analysis of movement. In recent years, its scope has been extended by an increasing application of the principles of mechanics and physiology to the analysis of motor performances.

Dr. Scott, of the University of Iowa, approaches the subject from a functional point of view. She first lays the groundwork for an understanding of the basic fundamentals of movement—articulations, muscular action, the related phases of the physiology of movement, and the related principles of mechanics.

She then proceeds to a detailed mechanical and anatomical analysis of a selected group of activities, stressing the method in order to facilitate similar analyses of other activities.

Her pedagogy is as sound as the Bill of Rights. She first analyzes the movements that are fundamental in all sports. These include: static positions of the body such as lying, sitting, and standing; locomotion—walking and running; and manipulative skills—pushing, pulling, throwing (underarm and overarm), volleyball serve, and baseball batting.

She then goes into the sports that are most frequently included in the physical education and recreation programs: archery, badminton, baseball, basketball, bowling, field hockey, football, golf, soccer, swimming, diving, tennis, stunts and tumbling, track and field, skiing, ice skating, roller skating, canoeing, and bicycling.

First, she gives a clear description of the particular movement, including the preliminary action, the act itself, and the follow through. We may call this a superficial technical analysis. This is the type of descriptive material you usually find in captions under action pictures and in technical articles.

Her second step is an analysis of each phase in terms of segments moving, parts fixed, and muscles used to produce force, control movement, or secure timing (*muscular analysis*).

The last step is to interpret each part in terms of mechanical principles. This implies an understanding of the reasons for each phase, the

source of force, use of levers, etc.

The last part of the book concerns itself with problems of the physical education teacher. It is no less valuable than the other sections. Here may be found suggestions on posture training, effects of practice and exercise, mechanics related to the prevention of injuries, and skill and ability analyses of tests.

The book may serve the physical educator and coach in many helpful ways. For one thing, it offers a simple, practical means of learning the location of motion, the source of motion, and the processes of motion. If you're only interested in the actual motion itself, the superficial description or analysis of the various techniques in sports, you have that, too.

The book is nicely organized, clearly written, and well illustrated. It is a must for progressive coaches' source shelves.

**THE GYMNAST'S MANUAL.** By Wilbur D. West. Illustrated by Ted C. McMillen. Pp. 326. Free-line drawings. New York: Prentice-Hall, Inc. \$3.25.

**THIS** text on nomenclature, descriptions, and combinations for the heavy apparatus breaks completely away from the old progressive organization that has haunted apparatus work since the early days.

The time-honored procedure has been to discuss each piece of apparatus as a separate entity; to give each piece a chapter in the book. There has been no suggestion that similar exercises or stunts might be performed in much the same fashion upon several pieces of apparatus.

Dr. West, former University of Michigan gymnastics coach now in the department of physical education at Wittenberg College, avoids this traditional approach. In its place, he uses a chapter arrangement based upon the exercises themselves.

Four pieces of apparatus are specifically and completely covered: parallel bars, flying rings, horizontal bars, and horse. In the first section of the book, the author covers equipment and fundamental terms, stationary positions, mounts, dismounts, and vaults.

The second section is given over to upstarts, uprisers, rotary movements in the horizontal plane, rotary movements in the vertical plane, and competitive gymnastics.

The last section, which is devoted to combinations upon the apparatus, is composed of the material presented in the first two parts. The exercises are arranged in a fairly progressive order with regard to difficulty. They include 70 combinations upon the horse, 100 upon the parallel bars, 60 upon the low horizontal bar, 70 upon the high, and 40 each upon the stationary and swinging flying rings.

The first two sections of the book

(Continued on page 55)

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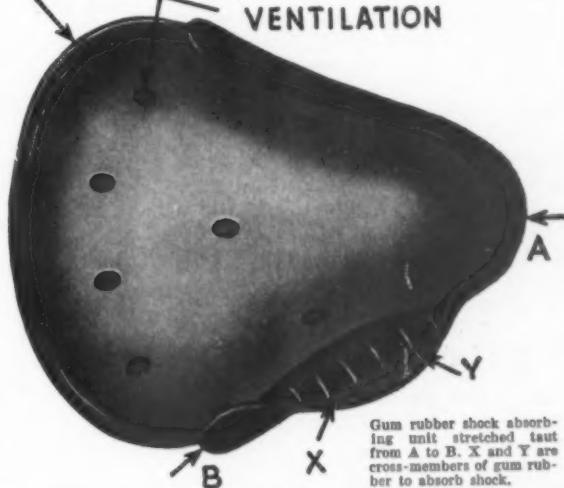
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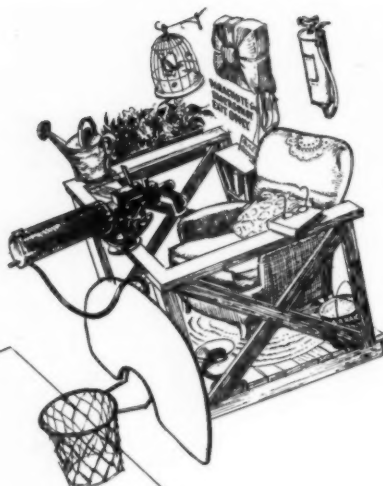
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# Coaches' Corner



Illustrated by Kate "In the Bucket" Tracy

If you have something for this column send it to Bill Wood, Evanston Township High School, Evanston, Illinois.

**Latest wrinkle** in America's favorite winter sport, basketball, is eagle-nest officiating. On January 31, at Ashland, Ore., the Southern Oregon College of Education and the Oregon College Wolves of Monmouth, played a game in which the officials were perched in special aeries above and back of the baskets. They called every foul over the public address system, and did a swell job, too. The practical administration of the game was left to four linesmen.

We think the idea has considerable merit. For one thing, it puts the officials safely out of reach of irate fans and players. The only cause for trepidation is the poor sociological effect it may have on the refs. In their cubbyholes in the ether, the poor guys are as removed from the world as light-house keepers. The least we can do, if we're going to adopt the idea, is to equip them with all the comforts of home—books, Morris chair, window box with double-ruffled fringed petunias, spittoon, parachute for emergency exits, machine gun in case of blitz, etc.

**Sport fans** ought to get a kick out of Bob Hope's book, *They Got Me Covered*. In his chapter on hobbies, he writes: "Every man has a hobby and mine is golf. Every morning (in California) rain or earthquake, I'm up at the crack of my back and on the links.

"When I play golf I seldom get on the fairway—in fact, I've been behind shrubbery more often than Orson Welles. The last time I played I went around 18 holes with Madeleine Car-

roll. I really enjoyed it even though her bag was a little heavy.

"Last year I played in the NBC tournament, and at the last hole there was a tie between Bing Crosby and me. I won when a rustle of wind blew my ball into the cup. This year I hear they're going to disqualify anybody who creeps up behind his ball with an electric fan."

**For its annual sports poll** this year, *Esquire* stuck to one sport—baseball. Fifteen questions were asked the public, sportscasters, sports editors, famous major leaguers, and the men quartered at historic Jefferson Barracks, Mo. Some of the more interesting questions follow:

1. Should the big leagues suspend play during the war? (No. 91.5%)
2. Do you believe that playing softball handicaps a young player's chances of becoming a big leaguer? (Yes. 54.45%)
3. Do you favor abolition of the rule which permits the batter to run on a dropped third strike with first base unoccupied? (No. 69.91%)
4. Do you think that Babe Ruth was of greater all around value to his club than Joe DiMaggio? (Yes. 56.41%)
5. Should more drastic penalties be



imposed on the use of the "bean ball"? (Yes. 65.63%)

6. Would you rate a team of sluggers superior to a team with superb pitching and fielding? (No. 71.81%)

7. Is the coaching and training of players in baseball as expert as that of college football players? (Yes. 72.04%)

8. Do you believe that a baseball manager has as many tribulations as a college football coach? (Yes. 76.20%)

9. Do you believe that broadcasting baseball games has affected the attendance detrimentally? (No. 83.97%)

10. Who is your choice of baseball's greatest manager? (Connie Mack, 48.75%)

11. Do spring training trips need to be as long as they are in order to get the players in condition? (Yes. 58.01%)

**The greatest shot put** of all time was made a couple of weeks ago—solely for the benefit of the press. In the Knights of Columbus meet in Madison Square Garden, Al Blozis, of Georgetown, won the event at 55 ft. 9½ in., good but not gaudy for him.

Then a photographer asked him to make an extra throw just for the sake of a picture. The Human Howitzer leaned into the toss in earnest. His throw, which didn't count, of course, was measured for the fun of it. It was 57 ft. 9½ in., or 8½ in. longer than Jack Torrance's world record!

**Even the great Hank Luisetti's** records are no longer sacrosanct. Stutz Modzelewski, Rhode Island State's ball of fire, ended his college career this season with a four-year total of 1714 points, or 118 tallies more than Hank's old major-college record.

**While there was nothing** personal about it, the announcers at the national A.A.U. basketball tournament last month would just as soon have seen the Division Street YMCA Clippers of Chicago eliminated in the first round. The Chicago club's roster included Zmudzhi, Padraza, Rybicki, Bagdanski, Kardzionsk, Prawdzik, Stargyk, and Gajewski.

**Uncle Billy Disch**, retired baseball coach of the University of Texas, won 23 Southwestern Conference championships in 25 tries. The only times he lost out were when Ted Lyons, White Sox venerable, pitched for Baylor, and Pete Donohue, former major league ace, hurled for Texas Christian.

For genuine American folk humor, you've got to sit in the bleachers of a major league baseball park. Most of the extemporaneous wisecracks are on the corny side. But every once in a while you'll hear a remark born of sheer genius.

There was the side-splitter that once came floating from the uncovered stands in Washington. A famous woman opera star had sung "Salome" in a daring costume and police had raided the show. Some time later the White Sox were playing there and ancient Frank Isbell was the Sox second sacker.

Frank was bald, and his remaining hair was white and thin. Not wanting the fans to ride him, he always wore his cap tightly over his head. On this afternoon, Frank thought he had tagged out a runner at second. When the ump called the runner safe, Frank went into a tantrum. He jerked off his cap, hurled it to the ground, and jumped on it.

From away out in the bleachers floated a voice: "Put on that hat—they pinch opera singers for less than that in this town!"



**Post mortem:** "All week the papers of St. Petersburg featured stories about St. Paul's reversed line and backfield. It began to tell on my (Largo) boys; they started talking about it, too. Finally on Thursday our reserves set up the play and we scrimmaged against it for about fifteen minutes. On Friday night, St. Paul's tried the now-famous play just once. Prowinski, their star back, was thrown for an eight-yard loss. After that it was quite a ball game. St. Paul finally lost, 6-0."

From Athletic Director Frank Hancock, Largo, Fla.

**We suspected this all along.** When one of the Michigan State League baseball umpires applied for enlistment in the Army recently, he was rejected. Reason? Blind in one eye.

**Coach Ray Lotzer** of Winnebago, Wis., has a right to be proud of his instructional methods in the art of tossing free shots. In a 35-34 defeat of South Beloit, his boys made 11 out of 12 free throws.

**Out at Bluff City, Kan.,** Coach Dell Johnson has a "B" team that really lives up to its name. The starting line-

(Concluded on page 54)

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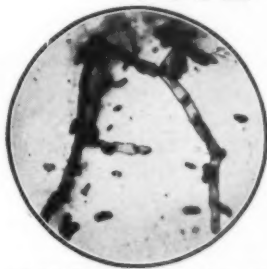
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## MEDICAL EXAMINATIONS

By Alden W. Thompson

Alden W. Thompson, dean of the school of physical education and athletics at West Virginia University, prepared this material for county superintendents and principals of the high schools in his state.

**C**URRENT reports indicate that the physical examination of selectees is eliminating from military service almost 50 percent of those who would otherwise be available. In World War I the figure was about 33 percent, and its disclosure resulted in a wave of state compulsory physical training laws the country over.

Unfortunately, however, medical examinations to go with the physical activities were not generally required. No money was made available for the necessary examinations and the complementary follow-up work on defects. While present examinations are more stringent than in 1917 and also include a blood test, the high rejection rate calls for definite action.

Today, with manpower and more manpower needed to operate the mechanical weapons of war, we find among the leading causes of rejection poor eyesight, poor hearing, bad teeth. All three are correctible to a considerable extent over a period of time. Rejection for general lack of physical capacity and strength is far down the list.

Even with increased attention to health and physical education in our schools during the past twenty years, the fact remains that funds have not been provided for periodic medical examination and the machinery necessary for corrections. Consequently, we find ourselves almost as unprepared today as twenty-five years ago. In addition, industry now demands workers who are able to pass a physical examination. In total warfare, the civilians themselves undergo tremendous physical and mental hardship.

Both our schools and the general public have acute need for:

1. Immediate knowledge of the exact physical condition of those who may be soon called for military service;
2. The correction, wherever possible, of all defects before army examinations and consequent rejection;
3. Similar activity among prospective industrial workers;
4. Increased recognition by the public of the need for a high level of physical condition and stamina.

In the 267 high schools of West Virginia, there will be graduated this year approximately 17,000 seniors. About half are young men ranging from 17 to 20 years of age, with an average of 18 plus. Many will volunteer for military service by next September. All will be called by the Selective Service Act in the next two years. Industry will absorb many of them.

An investigation reveals that less than five percent of these young men have had an adequate medical examination, comparable to that of the Army, during their high school careers. Athletes are checked more often than the general student body, but the passing of a medical examination is not mandatory for participation throughout the state.

Many pupils are given a health examination before entering the first grade, but this doesn't include everybody. Practice varies greatly after that. Health units do not exist in all counties; doctors and nurses must necessarily concentrate on immunizations and control of epidemics.

Classroom and physical education teachers assist with cursory inspections, but medical personnel is necessary for adequate examination. Knowledge of condition through examination means little without follow-up for correction. At the same time, correction is impossible without knowledge of condition. West Virginia schools this year are serving total grade groups approximately as follows:

Elementary (1 to 6) — 306,000 (including some 7th and 8th grade units).

Junior High (7, 8, 9) — 32,000 (including enrollment of six-year units).

Senior High (10, 11, 12) — 110,000 (including six-year units).

All evidence indicates an average of not more than one adequate medical examination per pupil in the twelve years of public education, with follow-up varying greatly in effectiveness, and generally inadequate.

County superintendents and principals of senior high schools will be doing a patriotic service if they can arrange in some way to give every senior boy a graduating gift of a complete medical examination and then help in the follow-up work.

Basically, the health needs of girls are just as great. But imminent military service undoubtedly

gives a priority to boys, if the examination program is not available to all. Most of these boys will have a year or two of grace before actual military call. In that period, corrections can be made and general physical condition attuned to war-time efficiency.

The diploma testifies to mental ability and the completion of a knowledge program. A physician's certificate of physical condition would be a possession of great value in the face of the rigors of war service and would be a guide by which further personal physical progress could be planned.

The cost of medical examinations varies greatly throughout the state. In some communities individual physicians reduce their rates or even donate their services. In others, service clubs such as the Rotary, Kiwanis, and Lions furnish funds for examinations or corrections, or both. County health units are giving great service despite large jobs and small staffs.

#### Average cost \$2.50

Manpower, however, is a national asset and should be conserved at national or state expense, not left to chance or even individual initiative. Luther Poling, director of health education for the NYA in West Virginia, reports that medical (including dental) examinations have been given to 6000 out-of-school youth of high school age during the past eight months, 75 percent of whom were high school graduates. The cost of these examinations, either by clinics or by individual physicians and dentists by appointment, averaged less than \$2.50 each. On this basis, if similar costs could be worked out locally, the total would be extremely reasonable in light of the national emergency.

Approximately 8500 boys from 55 counties will graduate in May or June of this year. If their examinations and consequent corrections reduced the rejections by one-half or one-third it might spell the difference between victory and defeat, between life and death for some, between freedom and slavery for future generations. The value to our national defense effort could not be estimated.

It is suggested that each of the 55 county superintendents in the state discuss this matter with their boards of education and high school principals and seek: (1) to provide a complete medical examination for each graduating senior boy by May 1, and (2) to counsel him about getting started at once on corrections.



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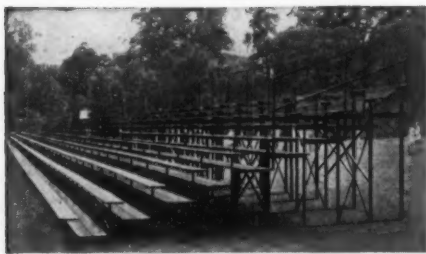
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Through the years the word WAYNE has progressively represented the highest achievement in the development of indoor and outdoor seating equipment. The Steel Portable Grandstand illustrated above is typical of the unequalled quality and utility built into every WAYNE product.



## THE WAYNE IRON WORKS

300 LANCASTER AVENUE, WAYNE, PA.



**I pledge allegiance to the Flag  
of the United States of America  
and to the Republic for which it  
stands, one nation indivisible,  
with liberty and justice for all.**

### FOR YOUR CLASSROOM PLEDGE TO THE FLAG

**YOU'LL** want to display this beautiful lithographed Pledge to the Flag these days when it is more important than ever to instill patriotism in your students.

Beautiful design. Lithographed in 5 colors. Handsome frame.

#### at these REDUCED PRICES

**SMALL SIZE 11" x 14"**  
Original Price \$1.00  
Now Reduced to . . . . **75c**

**LARGE SIZE 22" x 28"**  
Original Price \$2.00  
Now Reduced to . . . . **\$1.50**

These prices are postpaid. Please send cash with order

**SCHOLASTIC BOOKSHOP**  
430 Kinnard Ave., Dayton, Ohio

## COACHES' CORNER

(Continued from page 51)

up reads: Bruey, Brotton, Bradley, Baker, and Brooks. Bang both baskets boys!

"Three years ago I had a boy who divided his time between the outfield and the pitching mound and showed a batting average just 60 points higher than his fielding average. Batting, .488; fielding, .428. Everybody around here thought he'd make a good candidate for the Brooklyn Dodgers, but that was before Durocher took over."

From Coach Grant Morrison, District No. 1, Northville, N. Y.

**Bowling as a high school sport** is gaining in popularity. The first annual national tournament sponsored by the American High School Bowling Congress has keglers enrolled from 136 different leagues representing almost every section of the country.

**Victory strings:** Seton Hall College, South Orange, N. J., has won 62 consecutive dual fencing meets. One of the latest victims was the University of Virginia. The score, 23-4.

The Du Sable swimmers have won 42 dual meets in a row in the Chicago prep school league.

Dick Di Battista, University of Pennsylvania strongman, has won 55 wrestling matches. In high school, he was also ever-victorious. He hopes to equal the great record set by Mike Dorizas who finished college without a defeat.

**Anachronism:** Ottawa, Ill., Reserves 2; La Salle-Peru Reserves 0. Harold Peterson, Ottawa center, scored in the first minute of play. After that everybody stalled.

**How many points** can be scored in a minute? Athletic Director Forrest Kendall, Petersburg, W. Va., and Coach Roland Putnam of Rockwood, Pa., say that 10 is the right answer. Rockwood was trailing Hooversville 17-13 up to the final minute of play. A substitute forward, Bob Hayman, then hit a one-hander on the run from beyond the foul circle to start the fireworks. Cliff Koontz, regular forward, followed with three more of the same variety, and Bob Sembower, center, added another just to keep things on the safe side.

With a minute to go Petersburg was trailing Sidwell Friends' School, Washington, D. C., 34-33. Following a time-out a successful pivot shot started a ten-point rally by Petersburg's fast-breaking team.

**The fans at DeKalb, Ill.,** are getting excited about the football prospects for next fall. The appointment of Bob Reihsen, former star guard at Minnesota, as head coach probably has something to do with it. For several years Bob has been turning out great teams

at Bessemer, Mich. Best known of the many stars he has helped develop is Ralph Heikkinen, all-American guard at Michigan two years ago.

**The boys from Minier, Ill.,** are looking for a new nickname. For sixteen years they have been known as the "Nomads," because all their games have been played away from home. Last season they moved into a new \$65,000 gym, much to the satisfaction of Coach G. O. Brummett.

**And another one** from Coach Charley Mather of Leetonia, Ohio.

"In my first year of coaching at Brilliant, Ohio, I had an unusually green bunch of players. Only four had ever been on the practice field before. Naturally I found it impossible to give detailed directions everywhere they were needed. In our second game at Irondale we were being trounced badly when their safety man started a run-back of one of our punts. He breezed down the field weaving from side to side and sending our tacklers sprawling one after another.

"Finally we hemmed him in on the thirty, but he promptly reversed his field and was coming back to the left just as one of our tackles was picking himself up directly in his path. My boy took one look at the ball-carrier, turned and dashed for his headgear about five yards away. Meanwhile the safety scored. In disgust I sent in a substitute. As the tackle came out I asked, 'Are you afraid to make a tackle?'

"Of course not!" The boy was indignant. 'Why, Coach, only last week you told all of us that if a player didn't wear a headgear, he wasn't allowed to play.'

**It happened a year or so ago** we are told, but add it to your list of big scores in basketball anyway. Westerly, R. I., ran up 158 points to 12 against Stonington, Conn. That's nearly five points per minute if our statistics are correct. The captain of the winners, George Mearns, scored 62 points.

**Ships that pass in the night** have nothing on the baseball teams from Champaign and Clinton, Ill. Once last spring the two teams drove 120 miles before they landed in the same place for their game. Through a misunderstanding each journeyed to the other's home field. Champaign won 12-1 in five innings. It was dark by that time.

**We are still looking** for a high school player to join our Hole-In-One Club. Any help anywhere?

**Two Michigan schools** engaged in a novel track meet this spring. Ironwood triumphed over Hastings in a "Mail Meet."

BILL WOOD

## New Books

(Continued from page 49)

are superbly illustrated with progressive action free-line drawings, based upon actual motion pictures of expert gymnasts. They complement the text perfectly. Every action is clearly shown from the time the gymnast touches the equipment until he returns to the ground.

In every gymnastic exercise, there is some pivotal fundamental, a particular body movement, a means of securing correct timing, or merely a necessary but peculiar grasp that spells the difference between success or failure. These the author points out as hints to the beginner.

The nomenclature used is probably the most logical ever devised. It is adapted from that of the Committee on Nomenclature of the Y.M.C.A. The author has simplified the discussion of relationships between performer and apparatus and has attempted to keep the terminology logical and consistent for all pieces of apparatus.

Gymnastic coaches and teachers will find everything in this book their hearts desire.

**RHYTHMIC SWIMMING.** By Katherine Whitney Curtis. Pp. 133. Illustrated—drawings. Minneapolis: Burgess Publishing Co. \$2.25.

THE author, who is a physical education instructor in Chicago Teacher's College, has gathered the material for this source book of synchronized swimming and water pageantry, during 20 years of aquatic experience in summer camps, high schools, universities, and a wide variety of programs.

During this time, she has written, arranged and produced many types of water pageants, serving various purposes. In her book, she gives a step-by-step method of building the pageant.

After a brief history of synchronized swimming, she tells how to build a routine and describes the fundamentals involved in group swimming programs.

The bulk of the book is broken up roughly into six sections: stunts, routines, races and games, completed water pageants, water pageant plots (of which there are 47), and sea mythology.

The material on stunts and routines provides the basis for the completed water pageants. The stunts, for both in the water and from the diving board, are graded from the simplest to the most complex, a range suitable to the interest and abilities of any age group. Basic steps for the routines are standard swimming strokes and floating, synchronized to stress beauty of line and harmony of motion.

The activities are described tersely and well; and, for the most part, illustrated with free-line drawings. No one will have any trouble absorbing the descriptions.

### THE IDEAL SENIOR CLASS GIFT

An All-Electric  
BASKETBALL SCOREBOARD

Write for free literature

**CEDAR KRAFT COMPANY**  
CEDAR SPRINGS, MICHIGAN

Specify  
**VOIT** Rubber Covered **ATHLETIC**  
FOR VICTORY **EQUIPMENT**

Mfg. by W. J. Voit Rubber Corp. 1600 E. 25th St., Los Angeles, Calif.  
Branch: 100 N. Wacker Dr., Chicago, Ill.

**BOXING RINGS - MATS**

A complete portable boxing ring designed for school use. Set up or removed in few minutes, well constructed, conforms to all rules and regulations. Send for full information.

**NATIONAL Sports Equip. Co.**  
366-7N. Marquette St.,  
Fond du Lac, Wis.

# 2 Gyms in 1

plus

## Vital Zone Protection

Install *Horn* **FOLDING BLEACHERS**



Horn Folding Bleachers allow easy gym conversion from full seating capacity to wide open practice and Physical Education space. The sloping front of the folded unit affords "Vital Zone Protection." (Illus.) Costs are low. They may be installed sectionally. Write

**HORN MANUFACTURING CO.**

DEPT. C-42, FORT DODGE, IOWA

World's Largest Manufacturers of Automatic Folding Partitions

## SCHOLASTIC COACH MASTER COUPON

After checking carefully items desired, this coupon may be sent directly to Scholastic Coach advertising department, 220 East 42nd Street, New York, N. Y., from which point the advertiser will be notified of the requests.

### ALCOHOL EDUCATION

(pp. 28-29)

- ☐ Dean Cromwell Poster  
How Many?

### AMERICAN CRAYON

(36)

- ☐ Kaysan Demonstration Kit

### BECTON, DICKINSON

(See inside front cover)

- ☐ Ace Athletic Manual

### CEDAR KRAFT (55)

- ☐ Information, Score Boards

### CHAMPION KNITWEAR (52)

- ☐ Catalog

### COACHING SCHOOL INFORMATION

- ☐ Colorado H. S. (46)  
☐ Shurtleff College (47)  
☐ U. of Wyoming (56)

### CONVERSE RUBBER (6)

- ☐ Catalog on Athletic Footwear

### CRAGIN SIMPLEX (56)

- ☐ Catalog on Tennis Rackets  
☐ Badminton Booklet

### F. S. CROFTS (49)

- ☐ Descriptive Folder on "Analysis of Human Motion"

### MARTIN DENNIS (51)

- ☐ Information on Leather Conditioner

### C. B. DOLGE (51)

- ☐ Brochure on Athlete's Foot

### E. I. DU PONT (41)

- ☐ Information on Nylon Tennis Strings

### ERPI FILM (25)

- ☐ Information on Sports Films

### MARTY GILMAN (44-52)

- ☐ Catalog on Football Field Equipment

### GULF OIL (19)

- ☐ Booklet, "Sani-Soil-Set for Controlling Dust"

### HILLERICH & BRADSBY (39)

- ☐ "Famous Sluggers of 1941"  
☐ Softball Rule Book  
How Many?  
☐ All You Need to Start Golf

### HILLYARD SALES (31)

- ☐ Basketball Chart and Score Book  
☐ Catalog on Floor Treatment and Maintenance

### HORN MFG. CO. (55)

- ☐ Illustrated Folder on Bleacher Installations

### HYNISON, WESTCOTT, & DUNNING (45)

- ☐ Information on Mercurochrome

### KAHNFAST ATHLETIC FABRICS (25)

- ☐ Swatches, Twill-Satins

### KNOX GELATINE (40)

- ☐ Sports Weight Charts  
How Many?  
☐ Build-Up Plan

(Numbers in parentheses denote page on which advertisement may be found)

ON PAGE 56 ARE OTHER LISTINGS AND FORM FOR SIGNATURE

**CONGAREE MARKER**

The Perfect One for ATHLETIC FIELDS

Can't Hurt Grass, Player or Applier

Use Wet or Dry

Work a Try

Send for Bulletin 408

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|-------------------------|-------------------------|-------------------------|-------------------------|
| Providence, R. I.       | \$20.00                 | \$20.45                 | \$20.90                 |
| Trenton, N. J.          | 30.00                   | 20.45                   | 13.35                   |
| Sanderville, Ga.        | 25.00                   | 20.45                   | 11.35                   |
| E. Liverpool, Ohio      | 30.00                   | 20.45                   | 13.35                   |
| Chicago, Ill.           | 30.00                   | 20.45                   | 13.35                   |
| Los Angeles, Cal.       | 35.00                   | 23.45                   | 13.35                   |
| San Francisco, Cal.     | 35.00                   | 23.45                   | 13.35                   |
| Houston, Tex.           | 25.00                   | 20.45                   | 11.35                   |

UNITED CLAY MINES CORP., TRENTON, N. J.

**BASES**

Send for free folder listing 20 different styles of National bases.

**NATIONAL SPORTS EQUIPMENT CO.**

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**University of Wyoming COACHING SCHOOL**

LARAMIE, WYOMING

June 11, 12, 13, 14 Registration—\$5

FOOTBALL—Harry Hughes, B. F. Oakes

BASKETBALL—Ev Shelton

DIRECTOR—F. E. Davis

**ALL ABOUT BADMINTON**

An informative booklet about the game of Badminton, full of hints and instructions. It's yours for the asking. Send for your free copy, as well as our Tennis Catalog.

**CRAGIN-SIMPLEX COMPANY**

53 PARK PLACE NEW YORK, N. Y.

#### SCHOLASTIC BADMINTON TOURNAMENTS

220 East 42 Street, New York, N. Y.

Please register my school for the following tournaments:

☐ BOYS' SINGLES

☐ GIRLS' SINGLES

☐ DOUBLES

School enrollment ..... Send medals by .....

Name ..... Position .....

School .....

Street .....

City ..... State .....

### SCHOLASTIC COACH MASTER COUPON

(See page 55 for other listings)

(Numbers in parentheses denote page on which advertisement may be found)

LINEN THREAD (15)

☐ Catalog on Sports Nets

PENN SALT (33)

☐ Sample of Tiltite

A. G. SPALDING (1)

☐ Football Catalog

W. B. MATTHEWS (49)

☐ Information on Abdo-Gard Protector

PETERSEN & CO. (49)

☐ Catalog on Gym Mats, Football Dummies, Wrestling Mats

UNITED CLAY MINES CORP. (56)

☐ Bulletin, Field Marker

G. McARTHUR & SONS (53)

☐ Free School Towel Plan

PRENTICE-HALL (48)

☐ Sports Book List

UNIVERSAL BLEACHERS (46)

☐ Catalog

McGRAW-HILL (48)

☐ Sports Book List

JULES RACINE (44)

☐ New Sports Timer Catalog

U. S. RUBBER

☐ Booklet, "Baseball" by Frankie Frisch How Many? One for each squad member

FRED MEDART (53)

☐ Playground Equipment

☐ New Fan-Shape Backboard & Goal

RCA MFG. (21)

☐ Information on Public Address Systems

VOIT RUBBER CO. (55)

☐ Catalog on Rubber Balls

☐ Telescopic Gym Seats

☐ Gym Mats

☐ Catalog on Goal-HI

JOHN T. RIDDELL (35)

☐ Information on Re-molded Basketballs and Athletic Footwear

WAYNE IRON WORKS (54)

☐ Information on Steel Grandstands

NAT. SPORTS EQUIP. (55-6)

☐ Catalogs: Bases, Mats, Rings

SKINNER SATINS (2)

☐ Information on Fabrics

WESTINGHOUSE ELECTRIC (23)

☐ Sports Floodlighting Planning Book

PENN RUBBER (42)

☐ Badminton Rules Book (Enclose 3c stamp)

SOLVAY SALES (43)

☐ Booklet, "For Cleaner, Weedless, Dust-Free Play Areas"

WILSON SPORTING GOODS (4)

☐ Catalog

NAME ..... POSITION .....

(Principal, coach, athletic director, physical director)

SCHOOL ..... ENROLLMENT .....

CITY ..... STATE .....

No coupon honored unless position is stated

April, 1942

## New Film

**PREVENTION AND TREATMENT OF ATHLETIC INJURIES.** Produced by Becton, Dickinson & Co. 16mm. 1600 feet on one reel. Running time, 50 minutes. Free.

IF HUMPTY DUMPTY could have stuck around until the 20th century, he wouldn't have had to call in all the kings' horses and men to patch him up after his famous belly-whopper.

All he would have needed was Carl Erickson. Carl could have had him ready for scrimmage the next afternoon. After watching the Northwestern University trainer for 50 minutes in the new Becton, Dickinson film, we don't think there's anything he can't put together with tape and bandage.

He shows the most efficient methods of taping with adhesive tape, elastic adhesive, and preventative and curative strapping with Ace all-cotton and Lastex bandages. Starting with the ankle, he passes on to the knee, groin, hip-bone, rib and shoulder, elbow, wrist, and fingers. Then there are shown immediate remedial uses of hot packs, physical therapy, and care of wounds.

Practically every accepted method of bandaging is shown in detail, each being supplemented with terse, informative captions. The film, which bears the seal of acceptance of the American College of Surgeons, is a spell-binder. Beautifully done in natural color, it's as professional as *Gone with the Wind*. In place of O'Hara it's got Erickson. But he's just as effective in the close-ups.

As a visual aid for trainers and team physicians, it is in a class by itself. It may be obtained by writing to the Film Service Dept. of Becton, Dickinson & Co., Rutherford, N. J. Only charge is half the transportation cost.

## Six-Man Football

(Continued from page 22)

3. Introduce the sport with spring practice. In that way, greater attention can be given to fundamentals.

4. Don't play too heavy a schedule, especially the first year. Considerable time will be needed during the season for re-study and practice of fundamentals.

5. Form a league among the schools that are natural rivals. Other teams may be added to complete the league as long as the number isn't too unwieldy. Usually six or eight schools are enough.

6. Keep the public and parents informed at all times. Convince the latter of your sincerity in protecting the players. Athletic insurance is well worth the cost.

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*Batting  
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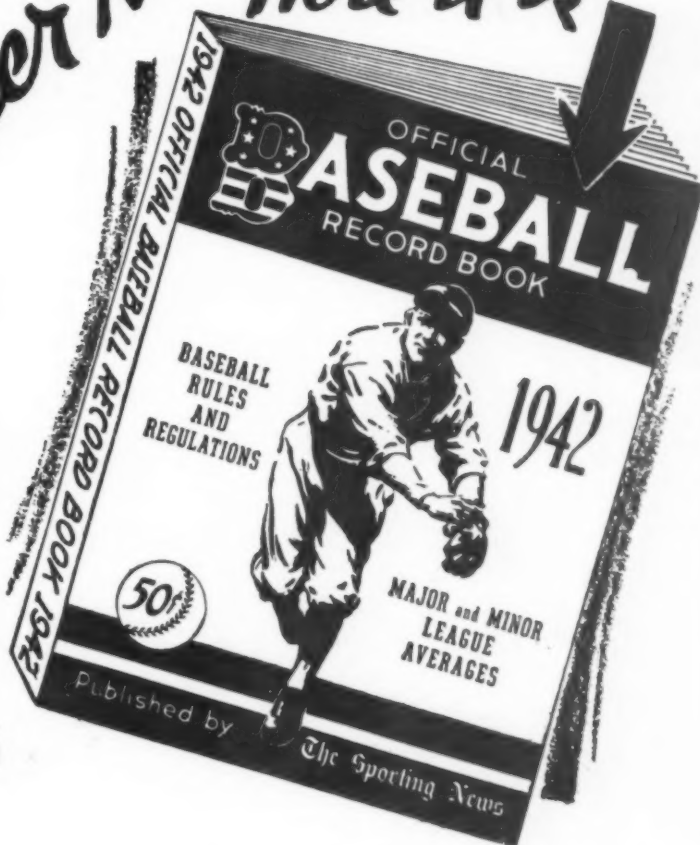
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**C. C. SPINK & SON, Publishers - St. Louis, Mo.**

## FOR YOUR ATHLETIC SUPPLY ROOM

The materials which are used in the compounding of **IVORY SYSTEM PENETRATING LEATHER OIL** are becoming scarce. We suggest, therefore, that you have a few gallons on your Supply Room shelves—right now.

*Samples and  
Prices on request*

**DAWHIDE LACES**, impregnated with latex, can no longer be manufactured. Our stocks are ample for the present, but it might be well for you to anticipate your next fall's requirements, and order **DAWHIDE** now in redicut sizes — or in 144 yard rolls.

*Samples and  
Prices on request*



# Ivory System

PEABODY, MASSACHUSETTS

RECONDITIONERS  
OF ATHLETIC  
EQUIPMENT